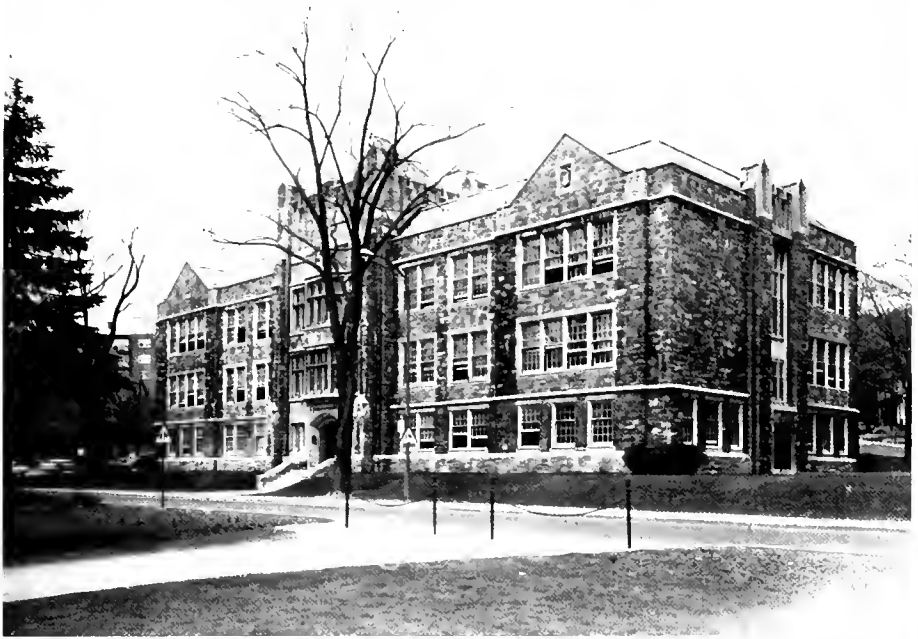


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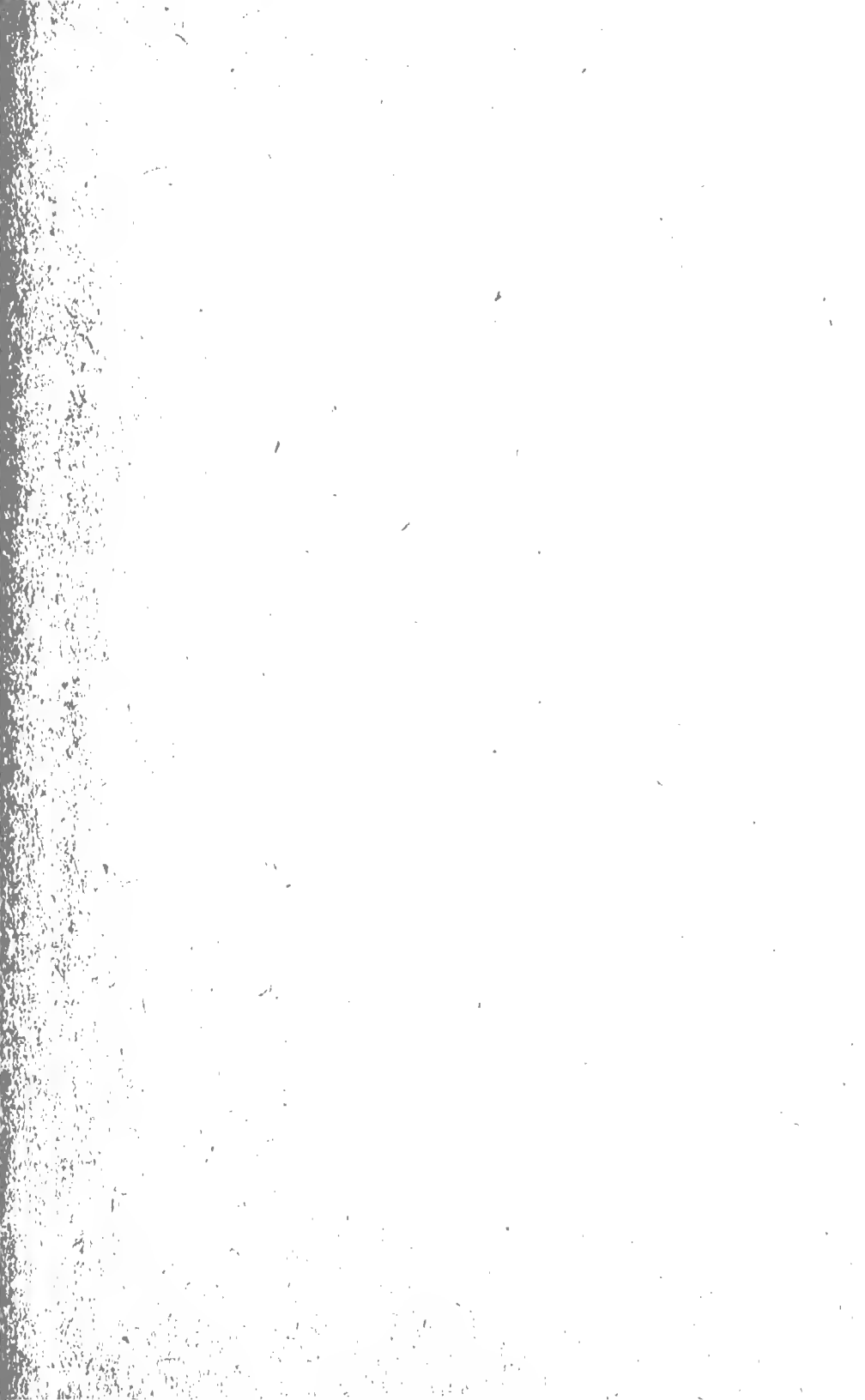
A history of Selwyn House School, Montreal 1908-1978



Edgar C. Moodey with Robert A. Speirs

From a handful of pupils in a private apartment, Selwyn House School grew into a preparatory school with a wide renown throughout the country. The death of its owner in 1945 for a time seemed to threaten its extinction, but the loyalty and perseverance of a small band of enthusiastic Old Boys and parents, by establishing Selwyn House Association to operate the school, rescued it and set it upon a new course. Under the guidance of the Association, Selwyn House evolved into an independent school offering a complete elementary and secondary education of high quality.

This is the story which the authors have attempted to tell. With it they trace the emergence of Selwyn House from the cloistered exclusiveness of its early days, through an era of changing times and manners, into the more complex educational environment of the present day. But they have preferred to emphasise the wide and often entertaining diversity of characters who have helped in that evolution, rather than concentrating upon mere facts. They admit themselves to be somewhat handicapped by having themselves a not entirely inconspicuous place among those characters, but they have succeeded in maintaining a just perspective in spite of it. Moreover, while writing primarily for those connected with Selwyn House and with an interest in the inner working of the School and the Board of Directors, they have nevertheless produced a readable account which can interest others.





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A history of
Selwyn House School
Montreal
1908-1978

EDGAR C. MOODEY

Sometime Senior Master

in co-operation with

ROBERT A. SPEIRS

Headmaster Emeritus

Published by
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Foreword

In rather less than 40 years, under a succession of three distinctly individualistic owner-headmasters, Selwyn House School had achieved a wide renown as a preparatory school, with a remarkably high standard. In May 1945, however, its future seemed to be threatened — Geoffrey Wanstall had died suddenly without making any provision for its continuation.

A number of former students felt that its disappearance would be a regrettable blow to education in Montreal, and they resolved, if it were possible, to prevent it. In short time they contrived to raise the capital to acquire the School from Mr. Wanstall's heirs, and formed a non-profit organization to administer it. They were also able to persuade Mr. Robert Speirs to assume the Headmastership and undertake the responsibility of guiding the School at this critical juncture.

How successful this has been is demonstrated in the pages which follow. I feel certain that all those who have been connected with Selwyn House will be fascinated with the highly readable account compiled by E. C. Moodey, in co-operation with R. A. Speirs.

No educational institution can succeed without the devotion of its teachers and the spirit they inculcate in their students. The authors of this record have much to be proud of and their influence upon the hundreds of boys entrusted to their care is incalculable.

We are living in difficult times and it is well to be reminded of the problems of the past and how they were successfully overcome. This remarkable story should be a source of inspiration to those who will lead the School in the years to come.

G. MILLER HYDE

*Montreal,
June, 1978.*

By Way of Introduction

The history of a school is, in general, repetitious. The events of any one year might well be, with appropriate change of names, those of any other year. The boys who, at any one time, constitute the school are (however avant-garde they like to think themselves) in the main not vastly different from those before them or those who follow. It is not until they have left the school and proved the value of their training by making their mark in the world that the individual students, in the majority of cases, become of interest to any but their contemporaries. For this reason alone a brief history has to overlook the thousands who have passed through the school and ignore the eminence which so many have achieved in every branch of endeavour, and to concentrate upon other aspects. At the outset, therefore, it is advisable to offer our apologies to the many who, though they played a useful part in their time, will search these pages in vain for mention of themselves.

In most schools it is the teaching staff guiding those thousands who remain most clearly in memory, and who by their efforts have influenced the course which through the years the school has followed. Here, too, there is the distinction that many whose contribution was not the less valuable made that contribution unobtrusively, to be overshadowed in the recollection of their pupils by the giants and the eccentrics.

Even so, the history of most schools must have little more than the changing details of internal organization, and the characters of individuals, to differentiate it from that of other schools. In this respect Selwyn House is fortunate, for underlying the record of continual and outstanding success in the

education of its students a distinctive story may be traced.

It is the story of a gentle evolution and a metamorphosis, brought about by circumstances and the demands of a changing world, and achieved not only by the unrelenting work of the staff, but by the valiant efforts of an energetic and enthusiastic band of Old Boys and parents. From a handful of pupils in a private apartment Selwyn House grew into a preparatory school with a widespread and enviable reputation, catering primarily to what in these days might be termed the Establishment. This in its turn, adapting itself in the hands of the Selwyn House Association to changing demands, burgeoned into a school offering a complete education to matriculation level, with greatly broadened aims and outlook, and drawing its students from a much greater segment of Montreal society.

This is the story which these pages seek to tell, though at times it may seem obscured by lingerings on the way to contemplate some of the people involved in it, and even loitering over seemingly trivial detail. Indeed, one difficulty has been to decide what to exclude, not because of its limited interest or possible irrelevance, but because there has not been space for it. A further problem has been posed by having to choose between attempting a definitive history, bristling with dates and with probably important but certainly dull facts, or couching the account in a form in which at least most of its pages will prove readable.

One grave difficulty arises from the total absence of any kind of written record for the first two decades, and the fragmentary nature of that for the next fifteen years, so that for much of the information it has been necessary to rely upon that most capricious of sources, the memories of men who were boys at the school half a century or more ago. The problem is not so much that old men forget, but that they disagree in what they remember, and their reminiscences are apt to be coloured by some degree of subjectivity. To those whose version seems to be contradicted we can only plead that the consensus has been accepted, and often the kindlier view adopted. In the circumstances, there are obvious lacunae, and the earlier years are treated at lesser length than the later. It is hoped that these defects may be forgiven; at least the main course of events is clear.

Finally, if a personal note may be permitted to intrude, to forestall possible criticism, the compilers of these pages would add that, as a team with a long and perhaps not unimportant part in the story they have attempted to relate, they have often found themselves striving to steer a middle course between the Scylla of self-adulation and the Charybdis of false modesty — a feat in which they hope that they have not too blatantly foundered. Their efforts to perform the feat will at least afford an amusing exercise in textual criticism — the detection of the passages which the facile pen of Dr Speirs has interpolated in, and the embellishments it has added to, the parts pounded out on “Moo” Moodey’s erratic typewriter.

I

Mackay Street 1908-1929

Selwyn House can lay no claim to an impressive beginning. No elaborate planning designed it, and no handsome endowment brought it into being or equipped it. Rather, like Topsy, it just grew. It came into existence because a young Englishman, seeking a career, happened to arrive in Montreal at the opportune moment.

Mr Algernon Lucas was born on 7 November 1879. Educated at Warminster Grammar School, an ancient foundation in England, he had graduated in 1903 from Selwyn College, in the University of Cambridge, with a degree in theology, but for some reason he preferred not to enter the Church. At that time two openings offered themselves: one on the staff of a newspaper in Malaya, and the other teaching in Ontario. Neither seemed ideal, and both places seemed to him to be at the back of beyond. To decide the choice, he flipped a coin. As a result, he spent four years on the staff of St Alban's School in Brockville.

In 1908 he came to Montreal, and appealed to Mr (afterwards Sir) Herbert Holt, a prominent and influential member of the city's élite, and later president of the Heat, Light and Power Company, for assistance in starting a career of his own. What kind of future Mr Lucas envisaged is not known, but it was almost certainly not what actually resulted.

The Montreal of that time had not yet undergone the phenomenal transformation from the lingering social and topographical conditions of the nineteenth century to the modern cosmopolitan megalopolis. The descendents and

successors of the influential English-speaking oligarchy still largely clustered in the "square mile" bounded by Dorchester Boulevard (flanked by the mansions of the opulent), Atwater Avenue (the city boundary), Pine Avenue (the domain of other wealthy citizens), and University Street. High-rise buildings had not yet invaded this region. Sherbrooke Street was lined by the imposing residences of eminent families, among which the estate of Sir George Roddick at the corner of Redpath Street and the imposing residence of the Van Hornes at Stanley Street were notable. The Church of St Andrew and St Paul had yet to be built. Cote des Neiges was still the beginning of a country highway, with wooden sidewalks, and where the Bank of Montreal now stands a gate opened into a pasture where a cow still grazed. In spite of the primitive street-cars which still climbed it, the hill could be used by adventurous boys for tobogganing, and one of the earliest recollections of the school is of conflict with the police after the boys had stampeded a flock of sheep on its way to the Monday market.

Westmount was beginning to vie with this enclave, but it had not yet achieved its reputation as the English bastion in the city, and to the residents of the "square mile" it seemed somewhat remote.

In the social world within this limited district, the Holts were prominent. In their drawing-rooms in 1908 they, with their friends the Fairbanks, were deploring the lack of a suitable preparatory school in the neighbourhood to which they might send their sons. Available schools were not without merit, but they suffered from a comparative remoteness. In Westmount there was a small establishment called Wickham House; even further afield was St John's (the ancestor of Lower Canada College). The arrival of Mr Lucas in search of an opening came opportunely. There was, at that time, nothing to prevent their setting up a school of their own, and the young Englishman appeared to possess the requisite virtues for the purpose. He was a graduate of a university of the highest standing. He had teaching experience. He possessed the social graces requisite for Montreal society. He was (and for some obscure reason this seems to have been as weighty a qualification as any) a proficient horseman.

Consequently, Mr Lucas found himself entrusted with the primary education of a group of seven young boys. In the

absence of any kind of definite record, and with the inevitable capriciousness of memory after so many years, it is not entirely certain who those original pupils were, for almost as soon as the existence of the project was known other boys joined them. As far as can be determined, the original roster consisted of Robert Holt, Hubert Fairbanks, Stuart Bell, Paul Drummond, Arthur Evans, Gratz Joseph and John Pangman, with David Wanklyn and Donald McInnes soon added to it. Mr Lucas enlisted the aid of a friend, Mr St George, a graduate of Queen's College, Oxford, and in a small flat at the St Catherine Street end of Crescent Street they opened what was at first known as Lucas School.

The enterprise flourished sufficiently to attract other boys from the district, and in less than a couple of years it was necessary to seek larger premises. Lucas School moved to a private house at 452 (later renumbered 1538) Mackay Street, just below Sherbrooke Street. Of the buildings associated in the past with the school, this alone survives. As no. 2130 it now houses a masonic lodge, some of whose more venerable members can still recall their early education there.

The building was adapted, as far as possible without major reconstruction or outlay, to the needs of a small school. Until further growth required the additional space, the third floor provided living quarters for a staff of three; the other two floors served as class-rooms. The basement at first was a recreation room (the "gymnasium") where, among other activities, Mr Lucas (himself an exponent of the manly art) supervised the settling of boyish differences, in the presence of the assembled school, with boxing-gloves. In later years this basement became a dining-room, where lunches were served for boys living at a distance from the school. Behind the house, an old stable was converted into a workshop for carpentry and other manual pursuits. As a concession to the safety of the boys, an escape chute in case of fire was installed at the rear of the top floor. The descent was a hair-raising ordeal, threatening broken backs and wreaking havoc with elbows and exposed knees, but it was somewhat alleviated by the intriguing vista of Miss Edgar's and Miss Cramp's School for Girls, which was then on Guy Street and backed upon Lucas School.

There was no space for a playground, but the boys some-

how found room for their unofficial games — marbles, top-spinning and “conkers”. The last, a form of combat played with perforated horse-chestnuts suspended on strings, and encouraged by the profusion of trees in the neighbourhood which furnished ammunition, proved, in its season, the most popular, and it outlived the others. Indeed, it was not until the move to Westmount half a century later that the passing of autumn at the school was no longer marked by the thickly scattered fragments of defeated “conkers”.

In the very early days, before the increasing enrolment demanded a more rigid discipline, Lucas School was conducted with a curious informality, and the parents treated it rather as if it were a family enterprise. Mrs Holt in particular took a lively interest in its activities, and she was a frequent visitor. Old Boys of the time vividly recall her impressive entry into the class-room, arrayed in the height of fashion with an enormous picture-hat on her head, to address the boys upon a wealth of topics. However much this helped a general education, and however welcome a relief the boys found it from the dull grind of routine lessons, one cannot avoid a sense of gratitude that parental irruption into the class-room did not develop into a lasting tradition.

More valuable to Mr Lucas was the encouragement that he received from Mrs Frederick Fairbanks. Among the socially élite, she was outstanding as a hostess, and she frequently included Mr Lucas among the guests at her renowned dinner-parties. A strong friendship grew between them, and she afforded him considerable assistance in the practical business side of the school.

It was at one of Mrs Fairbanks' dinners that Mr Lucas first met the Yuile family, who also became close friends of his. All the boys at the school were particularly intrigued by the headmaster's growing affection for Miss Gail Yuile, whom he eventually married. The story is still repeated of the occasion when, after a stimulating ride on horseback across the Mountain during a very windy week-end, one of the more daring of the boys greeted Mr Lucas with the mischievous remark, “I understand there was a gorgeous Gail on the Mountain vesterday, sir. What fun for you both!”

In 1910 Lucas School had grown to fifty-five boys, none more than twelve years old, and its repute was spreading. The

pupils from Wickham House were already showing open disapproval of the upstarts whom they disparagingly termed "Lucas bums", and where in the winter their homeward paths crossed fierce snowball fights were inevitable. Nor was the hazard confined to the west. Similar skirmishes awaited in the opposite direction where the boys from Montreal High School were to be encountered. It may be a partisan judgement, but those who can still recall these battles insist that, despite the handicap in size and numbers, Lucas School more than held their own in them.

By this time the school was divided into four classes. The general methods were those of the conventional English preparatory school, and so was the curriculum — a "nose to the grindstone" approach to the three R's, with French, history and geography to relieve the monotony, and (on the accepted principle of *mens sana in corpore sano*) limited opportunities for supervised exercise. A useful plot of ground further east, on Dorchester Boulevard, which was generally called "the Josephs' garden", was available for some forms of outdoor games, thanks to the generosity of the parents who owned it, but it was scarcely large enough for sports on a large scale. Parties visited the M.A.A.A. for gymnastic work, and apparently some restricted form of rugby football was attempted, though the numbers hardly permitted full teams. Why rugby was chosen is a matter for speculation. It is true that, on British standards at the time, soccer was deemed a somewhat plebian sport, but this could not have been the reason, since Mr Lucas had been a member of his college soccer team. More probably, soccer had yet to become a game which Montreal had adopted, and rugby was a closer approximation to the Canadian game. In the summer cricket held sway, eclipsed only by a track meet at the end of the academic year.

These early track meets were informal family affairs, with the parents attending in force, and while competition was keen, it was light-hearted. From the outset, in addition to the races for the boys, invitational events were organized for parents, sisters and small brothers.

In the winter a concession to the Canadian climate was inevitable, and skating and hockey took over.

Of the extra-curricular activities, however, the most prominent was scouting. Fostered initially by the enthusiasm of

Mr St George, who delighted in the excursions to the Mountain for field work, the school troop from its inauguration showed a tremendous keenness for the work of gaining proficiency badges, and in later years this enthusiasm grew even greater. The school colours first appeared in the black and yellow scarves of the 41st Montreal Troop, as the Selwyn House contingent was officially known. Unconfirmed legend, upheld in later years by Mr Macaulay, declares that the choice of colours was dictated by those of a well-known racing-stable, though it does not reveal who made the choice, or whether the coincidence was really accidental. Indeed, a rival school of opinion insists that the racing colours were adopted after the school had made its choice.

Very early in the history of the school, the academic year reached its climax in the annual prizegiving. A somewhat informal and happy occasion, it took place in the largest of the class-rooms, where the boys and their parents had difficulty in finding space to sit. On a table at the end of the room the prizes were displayed — a few conventional books and cups, but chiefly such trophies as hockey sticks, cricket bats, fishing-rods, pocket-knives, and other such possessions which small boys would find more attractive. A quaint system prevailed. Prizes were not specifically assigned. Each winner, when he was called to the table, was allowed to make his own choice, so that as time went by the variety dwindled, and the final position on the headmaster's list was by no means a coveted place of honour. The harrowing difficulty of selection from among so many tempting possibilities added to the excitement. One Old Boy recalls the occasion when one of his friends, unable to decide which of the displayed treasures was most alluring, stood first on one foot and then on the other, deliberating in agony. At last, breaking the tension, from the back of the room came his mother's sibilant advice: "John! Take the watch!"

In spite of its restricted facilities and limited numbers, Lucas School achieved a creditable efficiency which ensured its successful survival. That success was, inevitably, largely due to Mr Lucas himself. Once the initial informality had been superseded by a more organized system, his administration was firm and meticulous, and he proved a stern but just disciplinarian. As a teacher he had not, perhaps, the inspiring

qualities of some who followed him, but he was untiring, relentlessly hammering home his points, sometimes with the aid of a dreaded metal-edged ruler. Perhaps somewhat surprisingly in a man whose tastes were social, one of his interests was public speaking, and, young as his charges were, he expected them to hold forth periodically to their comrades upon themes of curious diversity — from the economics of the Canadian textile industry to the significance of the Garden of the Hesperides — which would probably disconcert present-day middle-school debaters.

Mr St George, overshadowed by his partner, made less impression on youthful memories than did other members of the staff, possibly because in the fascinating gallery of "originals" which characterized the early days of the school he was one of the few who were merely normal. He is recalled as a man "with a high colour and a blue chin", which may or may not conflict with the suggestion that at social gatherings his appeal was chiefly to the ladies rather than to the men. He was a competent teacher, an excellent cricketer, and an ardent scout, but he somehow contrived to remain unobtrusively in the background.

There seems to have been a number of assistants with the teaching, staying only briefly and leaving little impression, but nothing definite can be discovered about them. One figure emerges. Almost from the start some help was given by Mr Charles Anstey, who came from time to time to coach some of the boys in French and arithmetic. After a few years he joined the staff permanently, and remained to become the most legendary figure in the story of Selwyn House.

Of Lucas School, the only tangible record to survive is a group photograph taken in October 1911. The boys posed for it in the Josephs' garden, shortly before the ground was expropriated in connection with plans for the railway station and the tunnel under the Mountain. The group is by no means complete, for in those idyllic days attendance was largely a matter of taste rather than of compulsion, and several boys were absent. One of those absentees confesses to being away on a prolonged European tour, waiting for the review period at the start of the school year to be completed before returning to his studies.

Among the extensive gallery of school photographs, this

alone antedates the standardized uniform. The mixture of Eton collars and sailor-suits gives it a quaintly old-fashioned air. Mr Lucas is revealed as a small, clean-cut young man, and Mr St George as burlier and less dapper. They are surrounded by the young faces of many whose names in time to come were destined to prominence in the city and beyond, and to become closely associated with Selwyn House as the parents, and even grandparents, of a new generation.

In September 1911 an old acquaintance of Mr Lucas' arrived in the city. Mr Colin Campbell Macaulay was several years older than Mr Lucas, but they had matriculated at Selwyn College at the same time and had become friends there; they had played together in the college soccer team. Mr Macaulay had also played rugby, and had been an active chorister and debater. Graduating in history a year before Mr Lucas completed his degree, he had taught in England for a few years before joining Lower Canada College as a history master. During this year Mr Lucas discovered the opportunity to abandon teaching for a more lucrative career as an insurance broker, and in September 1912 he transferred the ownership of the school to Mr Macaulay.

It was the association of the first two headmasters with their common *alma mater* that led Mr Macaulay to rename the school Selwyn House; it has no greater connection with either the college or the distinguished Bishop Selwyn. With the new name came the badge and the motto which have been familiar to thousands of boys. Various ingenious speculations concerning the provenance of the badge have been offered, none of them with much plausibility, and it is impossible to say with any confidence why that particular emblem was adopted. Certainly it had no connection with Selwyn College. The original badge was surrounded by a scroll bearing the name of the school, but that has long since been abandoned; at first the lion was depicted wearing a coronet, which probably gave rise to the erroneous notion, still to be found among older Old Boys, that the new headmaster was a descendent of the more famous Lord Macaulay of literary fame. Presumably no legitimate claim to such an adornment could be maintained, and the lion has long gone bare-headed. (In passing, it may be remarked that the absence of the lower part of the body worried a later headmaster, who restored the missing limbs

and produced a spurious association with Scotland. This unauthentic variant may still sometimes be found prancing on school documents, but the lion soon resumed its pristine truncated condition.)

While recollections of Mr Macaulay naturally vary, agreement is unanimous that he was a magnificent headmaster. In earlier days he impressed his charges as being of prepossessing appearance, and even of "looking like a retired major from the Indian Army" — this latter no doubt an imaginative tribute to his immaculate dress and dignified bearing (and quite possibly his formidable moustache). Essentially a modest man, he was, in the accepted British manner of the time, remote and somewhat austere in his dealings with the boys. His attitude towards parents depended upon theirs. To those who tended to intrude and tell him how to conduct the school, he offered a distant and icy front. With those whom he found more reasonable he was highly popular, not only for his excellent bridge and golf and his skill as a fisherman, but they welcomed him socially for himself.

He directed the school with firm discipline and impartial justice. Curiously, a hidden gentleness made him inclined to avoid, if it were at all possible, having to exact the more rigorous penalties for youthful misdeeds. In class he was an inspiring teacher, able to arouse in even the poor students at least a passing interest in the work. While history was his principal subject, Shakespeare, and particularly his sonnets, provided one of his chief academic delights, and in an effort to awaken in the boys an appreciation of their charms he read poetry exquisitely to them. It is perhaps typical of juvenile irreverence that, while the school has produced no notable devotee of the Bard, the readings implanted at least one verse which lingers indelibly in memory, and which saddled his cook with a totally unmerited epithet. Not even her highly renowned apple tarts could save her from the calumny suggested by the words "While greasy Joan doth keel the pot", even if none remembered exactly what keeling is.

The school retained the four classes and the general working arrangements of the past. Only the two upper forms were required to return for afternoon studies. On two days a week work ended at 11.45 a.m., in order to permit the school to adjourn for games between 12.00 and 1.00 at the M.A.A.A.

ground or, during winter, on the enormous skating rink at the old Colosseum in lower Guy Street. It was not, perhaps, an exacting schedule, but the short hours were compensated by a rigid insistence that no time should be wasted during them, and that all work should be conscientiously performed, with uncomfortable reprisals for all deficiencies in this direction. One would like to think that this also accounted for the sometimes excessive punctuality of some boys in the morning, but it is more probable that it was due to the possibility of being invited to join the headmaster in the basement for breakfast and to enjoy Joan's delectable cooking.

The winter of 1913-1914 was notable for its severity. Even to-day, when boys listen closely to radio broadcasts (and have even been known to try to provoke them) in the usually vain hope that a snow-storm will have brought them an unearned holiday, the school is occasionally forced to close because of the weather. That particular winter established a record for days lost which has never since been rivalled. It also greatly enhanced the opportunity for the ungentlemanly pastime, which both Mr Lucas and Mr Macaulay constantly inveighed against, of hitching unauthorized rides behind the sleighs dashing gaily along Sherbrooke Street.

A year later, though the weather was more lenient, defective drains at Mackay Street forced the temporary closing of the premises. To the chagrin of the boys, who still treasured the memory of the previous winter, Mr Macaulay coped with the situation by transferring the school for six or seven weeks to the hall of the Church of the Messiah in Simpson Street. The boys, if not the staff, welcomed the novelty and complications of the makeshift surroundings, and work survived adequately until a return to Mackay Street could be made. By that time the numbers were large enough for the bigger rooms on all three floors to be needed as class-rooms, and the staff quarters were relegated to the tinier rooms at the rear. But by then the teaching staff had of necessity increased, and most were no longer living on the premises.

Of the staff in those early days, some linger in memory only as names vaguely recalled, or as hazy figures indistinguishable from one another. Of those who remained long enough to leave a more lasting impression, some are remembered with

affectionate appreciation, and almost all are gleefully talked of for their foibles and their mannerisms.

That the teachers then tended to individuality is undoubtedly true, though they were probably not the oddities that boyhood memories have made of them. Granted that it required a certain eccentricity of character to tempt a man to spend his days with small boys in return for the meagre pittance which at that time was offered for his services, it is probable that a contributory factor was that virtually all of them hailed from the United Kingdom, and that traits which would have escaped notice in their native environment may have seemed peculiar to the young Montrealer. Nevertheless, having said that (probably futilely) in their own defence, the authors have to concede that the faculty of Selwyn House, during the first part of its history, did harbour a large proportion who were "characters" in their own right.

Mr Darcy Chapman, one of the earliest members of the staff, was one of the most normal of men. Kindly in his approach and competent in all his instruction, he excelled at music. Mr Justice Hyde, who later played so pre-eminent a role in the fortunes of the school, assures us that he can still play from memory, without a faltering note, the pianoforte selections that he learnt from Mr Chapman over sixty years ago. Few teachers can claim to have left so complete an imprint upon their pupils. Mr Chapman's stay was brief; he left to become, later, the principal of MacDonald High School.

In sharp contrast were the two Irishmen.

Mr Wheeler, who taught French and conducted carpentry classes in the converted stable, was an older man. The monocle which he sported doubtless gave him the aspect of the comic stage Britisher, but he was distinguished chiefly by the Hibernian outspokenness with which he faced the world. His temper was unpredictable and his outbursts horrendous. At such times his choice of phrase, unpolished at the best of times, could become vitriolic and a source of deep offence to many parents whose sons had roused his ire. Yet in his more placid moments he was popular; those who had not been its victims could even repeat among themselves his more striking abuse with a furtive delight. His vast fund of amusing anecdotes, if not furthering education, at least rendered it more

palatable. To him is due the credit for the first of the many adventures in amateur journalism in the school, for during one year his form laboured, in the basement of the house next door, to produce several issues of a simple magazine. Unfortunately, no detailed information about it seems to have survived.

Mr McVitty, who earned the soubriquet of "Fizzy", had been in the Royal Ulster Constabulary before coming to Montreal. A careful and conscientious teacher, he gained a remarkable reputation for never being at a loss for an answer to a question. Normally calm and controlled, he too, when goaded by displays of undue stupidity, was given to explosive bursts of temper. His geography classes were enjoyed, even though, with the thick spectacles which he wore, he was reputed, when writing on the blackboard, to be able (in the words of an admirable Irishism from a former pupil) "to see behind him what he wasn't looking at."

Mr McVitty's outstanding success was with the scout troop that had become so conspicuous a feature of the school. Mr St George had relinquished control to Mr Chapman, who guided the troop well for a time; he in his turn passed it to Mr McVitty, who raised the troop to perhaps the greatest height of its long career. During his time, the incentive to work for proficiency badges was tremendous, and emulation among the boys was strong. The extraordinary number of badges earned was renowned throughout scouting circles in the city; an array of fifteen or more upon one's sleeve was, over the years, a far from abnormal achievement, and in acquiring the badges the boys could profit from a varied experience, both theoretical and practical. Nor could the neighbourhood remain oblivious of the troop's existence. With impressive military precision it paraded regularly up Redpath Street (in itself no mean feat on the cobblestone surface) for weekly manoeuvres on the Mountain. Its fieldwork carried it as far away as the open country where Queen Mary Road is now, and its spirited paper-chases left their trails over a prodigious area.

Totally unlike the Irishmen, Mr A. V. Holliday, a graduate of Keble College, Oxford, was a tall, powerfully built man who commanded immediate respect and good behaviour, with a personal charm that endeared him to everyone. Before join-

ing Selwyn House, he had taught at St John's School, and in his early days he proved an outstanding teacher without disciplinary problems. Numerous Old Boys testify with genuine admiration to his remarkable ability to instil the rudiments of French in a French-speaking province.

And there was Mr Anstey, already on the way to establishing the remarkable reputation which he eventually acquired. Unmistakably English, he had done actuarial work with the Sun Life Company, and had taught for a time at St John's before becoming travelling secretary to the first Lord Shaughnessy. During those travels he had suffered a peculiar accident in which he was shot through both feet, and consequently had to relinquish his post. He was obliged to wear special boots, and walked with a brisk limp which needed the aid of a cane — an irksome disability for a man who previously had been a keen athlete. A handsome man, he wore a beard from time to time, and varied its style with the years. In these early days he favoured a trim Vandyke. If at times his discipline seemed unsure, it in no way hampered his teaching, for he possessed a thorough understanding of and sympathy with youth which enabled him to gain the confidence of his pupils to impress his ideas upon them. When first he joined the school, he gave them a thorough grounding in French; latterly, the standard of mathematics which he largely helped to set became renowned among independent schools across the country. These were his fields in class, but his love was literature, and especially poetry. As a small boy he had been taken to visit Lord Tennyson, and he used to recall the poet lying at full length on the hearthrug, meerschaum in hand and beard in air, as he chanted his verses.

Already Mr Anstey was developing the mannerisms which in later years became so distinct, but he had not yet fully come into his own as the school's most remarkable personage. It was his delight to organize trips to business firms as part of his form's general education, and he celebrated the end of the school year by taking that form to Belmont Park, where none derived greater enjoyment than he from the terrifying rides that they patronized.

In 1915 the first lady teacher joined the staff. Miss Robinson soon established a happy and easy relation with the younger boys whom she taught to read, and the men ap-

preciated her presence. In the words of one Old Boy who experienced both extremes, she was as sweet as later lady teachers were bitter.

The Great War, when it came, did not directly affect the life of the school to any marked degree. Few of its Old Boys were old enough, before the closing stages, to be directly involved; nor did the austerity imposed by wartime conditions make any great impression upon the actual working of the school. On the other hand, the War did not entirely pass the school by. At the outset a young teacher named Hyde, recently arrived, left to join the Army. In 1917 Mr St George joined the Forestry Corps, and did not return; after the War he accepted a professorship in Cyprus.

The most significant casualty was Mr Lucas. At the outbreak of hostilities, he had attempted to join the Canadian Cavalry, but was rejected since the regiment was composed only of regulars. Returning to England, by dint of unrelenting persistence he somehow contrived to secure a commission as a signals officer in the Life Guards. Shortly after being sent to France he was wounded in action, and was transferred to Ireland to recuperate. There, on 29 April 1916, a sniper's bullet killed him.

When the news of his death reached her, Mrs Lucas suggested to Mr Macaulay that she would like to offer the school some kind of fitting memorial to its founder. Inspiration came from a custom prevalent in English schools: an annual award to the boy adjudged by the staff and his comrades to be the most outstanding in all respects — in academic achievement, in athletic prowess, in personal character, in leadership, and in his influence upon his fellow-students. To render the award the more distinctive, it was not to be a book prize, as other prizes by this time had become, but a handsome medal. An eminent Montreal artist, Philippe Hébert, was entrusted with the design. The Lucas Medal became the highest and most coveted prize that Selwyn House School has to offer.

Fittingly, the awarding of the Lucas Medal forms the climax to every academic prizegiving, and the name of the winner, until it is publicly announced by the headmaster, remains known to no one else. Voting is carried out by secret ballot among the staff and graduating class, and nowadays the

weight of numbers tends to give the ultimate decision to the boys. There have been years when a final decision has proved difficult, but normally the choice meets with general approval, even if it sometimes brings disappointment for others. The Lucas Medalists as a body truly represent the boys who have been pre-eminent during their final year.

The first recipient of the Lucas Medal, John Pemberton (1913-1918), modestly insists that, proud as he is of the distinction, he can find no reason for his selection from amongst his class-mates, but there is no ground whatever for questioning the justness of the decision. The award was made in June 1917, and he was invited to call upon Mrs Lucas in her home afterwards, to express his appreciation of the honour. Mrs Lucas received him graciously, and even ceremoniously, but this part of the ritual did not survive long after that first occasion.

With the War at an end, Selwyn House continued to prosper. Its reputation for providing a sound preparatory education was high, and the schools to which its students proceeded recognized the sterling quality of the training it was providing. The number of scholarships to other independent schools which Selwyn House boys gained was unrivalled. In addition, Montreal was expanding, and parents with suitable boys were living further from the original "square mile". Students were coming from beyond the immediate district; Westmount in particular was providing a growing contingent. The restricted accommodation on Mackay Street was no longer adequate, so that in 1920 a significant step to remedy the situation was taken.

The school was divided into two sections. The senior school remained at Mackay Street, but some fifty juniors moved out. Mr Macaulay was living at what was then 711 Sherbrooke Street, just around the corner from the school — adjoining the Church of the Messiah, and next door but one to the Roddick property; the building has since disappeared to make way for the Port Royal edifice. The top floor of this building remained Mr Macaulay's private apartment, and the remainder became the junior school.

It was with this division that the distinctive naming of the forms appeared. The senior school retained its numbers, from form 1 (corresponding approximately to grade 5) to

form VI. The junior classes were designated by letters, with form A the highest and form D (grade 1) the lowest. At one point later a form E briefly appeared, but it did not survive.

The dichotomy was not complete. Rather, it was simply a convenient solution to a problem of space. Mr Macaulay continued to control both sections, and the two parts of the school continued to share the same staff, who commuted between the two houses as the time-table dictated. It was not an ideal arrangement, since time was inevitably lost in the process. Apart from the hazard of crossing Sherbrooke Street, where motor traffic had replaced the more leisurely sleighs and carriages, the temptation in warmer weather to stroll and enjoy a pleasant break in the fresh air was almost irresistible, and in the winter the time gained by a brisker pace was absorbed by donning and doffing outdoor garments.

The staff naturally grew with the school. In the next few years four noteworthy newcomers, all from England, appeared to uphold the school's reputation for "originals". No one could doubt that Miss Afra Snead was English. A graduate of the London Academy of Music and the West Norwood Institute of Training, she came to Selwyn House in 1920. As a teacher she definitely belonged to the old school, ruling her charges with strictness and severity, relentlessly drilling them until even the dullards achieved a semblance of satisfaction. A brusque manner and a frequently mordant tongue made her too formidable to be really loved, but her dedication and her efficiency in time earned a vast respect and a realization that beneath the ruthless determination for her pupils to succeed lay sterling qualities. None was immune from her draconic attitude, and her colleagues were treated in precisely the same fashion. Until they grew accustomed to her, she inspired a wholesome awe among them, but with increasing familiarity they learnt to perceive the commendable traits and the sound, unswerving principles which guided her. In later years even the headmaster could distinguish the subtle nuance implied when she answered his formal "Good morning" with either "Is it?" or "What's good about it?"

Mr D. W. Christie, who joined the staff at the same time, came from a distinguished family. His father had been professor at Woolwich Military Academy, and an uncle,

Sir William Christie, had been the Astronomer Royal of Great Britain; other relatives had been prominent in the Indian Civil Service. Mr Christie himself had been engaged in commerce before eventually seeking a more tranquil existence in teaching, and he was already in his fifties when he joined Selwyn House. A carriage accident before coming to Canada restricted his activity considerably, without preventing him from taking a leading part in organizing the games programme; at week-ends he was always to be found on horseback, riding briskly across the Mountain. His bristling eyebrows and piercing eyes added force to his Victorian conviction that in class boys should speak when spoken to, and not before, and he had a nervous habit of shaking by the shoulders any who violated this precept. There was one occasion when, in the process, he fractured the fountain-pen in the victim's pocket, with disastrous consequences to his clothing — a mishap which led, to the fiendish delight of the bystanders, to his being publicly assailed, by way of reprisal, by the victim's outraged Scottish nanny. The boys learnt to accept his methods with the reflection that he was simply one more British schoolmaster.

One must note the arrival, at this time, of Mr Henry Gillson, if only because he was destined to remain for so many years. He, too, came from England, but he was quite unlike those of his compatriots who achieved a greater place in the memory of the boys. Slight in person, he tended to be pedantic and fastidious in manner, and exemplary in his courtesy, but he was somehow withdrawn into a world of his own, and therefore to a large extent overlooked. His absorbing dream was of retirement to the Grecian Isles, surrendering the toil of teaching for an intellectual lotos-eating, but he never escaped again from Montreal.

A year later the staff was augmented by the arrival of Mr Geoffrey H. T. Wanstall. Educated at the famous Rugby School, he had had a varied experience as a teacher. From Aysgarth School in Yorkshire he had moved to the Kearney Military Institute in Nebraska, and thence to other schools in the mid-west. During the Great War he had seen service in France and Ireland as a captain in the Dorsetshire Regiment, and had been three times wounded in action. He, too, proved

to be another "typically British" martinet, who was destined to have a major influence on the destinies of Selwyn House School.

In 1924 Miss Margaret Bruce arrived. She had come to Canada from England twelve years before, and had taught at Branksome Hall for three years and Haverall for five before moving, for briefer periods, to Victoria, Ottawa, and Miss Gascoigne's School (now The Study). Possibly entering the boys' school after so prolonged an experience with girls helped to make her more acerbic and cantankerous. Her tall, lean person rendered her a terrifying figure to the junior school, and to some extent probably contributed to making Miss Snead less awesome. Her severe discipline and acidic tongue, which kept her classes in abject order, were to some extent offset by the fact that she was a painstaking teacher, unremitting in her quest for successful pupils. The Old Boys who in their youth were heartily grateful at passing from her jurisdiction to the upper reaches of the school admit, in their maturity, that they are deeply indebted to Miss Bruce for the sound foundation upon which they build their future achievements. And that, it would seem, was, in the philosophy of the headmasters under whom she served, more than ample reason for her retention on the staff.

The division of the school enabled an increase in the number of admissions — the next momentous step in the development of Selwyn House. For it meant not simply an increase in numerical strength, but an expansion in the possible activities of the school. Primarily, the educational possibilities were widened. Classes remained small, not so much because comfort in the class-rooms dictated it, but because academic excellence required it. The increased numbers enabled the addition of two extra forms at the top of the school. Not all boys remained to take advantage of the added years; there continued a steady drain earlier as boys moved to boarding schools. But for those who desired it and considered the continuity more satisfactory, it was possible to defer the change of environment until the boys were older. For these students it produced a distinct reward, for the level of attainment at Selwyn House, particularly in mathematics, frequently allowed the boys, at their new schools, to rest on their oars while the remainder of the class overtook them.

The increased age of the senior boys also enabled an improvement in the athletic programme. Teams of "under fifteen" became possible, so that a wider variety of outside matches became possible. The old fixtures with Wickham House were maintained, but welcome excursions further afield could be arranged. Teams could travel beyond the confines of Montreal and Westmount — out to the remoteness of Notre Dame de Grace to meet Lower Canada College, and even to Ottawa and Ashbury College, or to St Alban's School at Brockville — and could as often as not return triumphantly.

Intra-mural games remained a difficulty, since the boys were still not numerous enough to permit full-scale competitions. The system of "sixes" (at soccer, which Mr Macaulay had introduced to replace the earlier rugby) and "fives" (at hockey) supplied a workable solution. Not only were the teams thus made smaller, permitting more of them, but each was a curiously assorted cross-section of the senior school, with a mixture of ages and sizes which, without detracting from the gravity with which the games were played, added its own peculiar quality to them. Competition for the championship was keen. The names of those in the winning group were inscribed upon a small wooden shield, which took its place with the others which hung on the wall of the main stairs. Boys were as proud of this evidence of supremacy as they were of their photographs in the school teams, which adorned the walls of the upper floors. The most keenly contested game of the season, however, was based upon territorial rivalry, when the Montreal residents battled against those from Westmount.

Sports Day, too, was enhanced, since to supplement the energetic efforts of the smaller boys the seniors could provide a more spectacular series of events. Indeed, at about this time the school began to provide a number of runners who in their later careers distinguished themselves in inter-collegiate track meets. One of the two social occasions during the school year, the athletic sports at Westmount Athletic Ground gradually became the more important. Academic prizegivings continued, for a number of years in the hall of the Church of the Messiah, but the field days eclipsed them. It was not that Selwyn House was beginning to follow the unfortunate mod-

ern trend of valuing athletic prowess above scholastic. The social possibilities happened to be greater. With the boys impeccably arrayed in freshly laundered white, and the mothers vying in their summer finery, the occasion was much more than the running of a number of foot-races. While the events were proceeding briskly, parents and Old boys could mingle informally in the one gathering in the year which afforded them the opportunity, and for one afternoon the whole school could display itself publicly.

Nevertheless, despite the advantages, the attempt to operate a divided school as a single entity was not entirely satisfactory. For six years Mr Macaulay controlled both houses and watched over the steadily developing organization, but administering a split kingdom posed certain problems of administration which detracted from complete efficiency. In 1926, therefore, the separation of the two sections was made complete. On Sherbrooke Street Mr Macaulay continued as headmaster, with the junior school under his immediate care. The senior school, on Mackay Street, was entrusted to Mr Wanstall. The two staffs became distinct, meeting only when some pressing reason demanded it.

Under this arrangement, the qualities which later distinguished Mr Wanstall as a headmaster were soon apparent. His discipline was rigid, unhampered by any of the qualms over condign punishment that Mr Macaulay sometimes evinced, and the utmost was demanded of both staff and boys. In only one direction was this autocratic authority relaxed. By this time Mr Anstey had proved so valuable to the school that he was becoming a law to himself.

As the member of the staff who had survived longest, "Joe" (as the boys called him with irreverent affection) made no attempt to conceal under a conventional mask what must be regarded as the eccentricities of genius. The standard of mathematics which he achieved with his pupils was unparalleled, and renowned in independent schools across Canada and even further; his classes required a commendable skill in oral French; the incidental erudition which he contrived to include in his courses was impressive. To retain such an asset, Selwyn House was prepared to overlook much.

The boys whom he coached at his home, and the Old Boys who regularly called upon him, found the visits to his sanctum

fascinating. Around the desk with its disordered masses of papers, books were stacked in piles from floor to ceiling, threatening an avalanche at every incautious movement, and yet he knew precisely where every one of them was to be found. When a digression raised some point demanding verification, he could reach for the appropriate volume and by some esoteric feat of dexterity extract it from the stack without disaster. His library was reputed to contain information on any topic which boyish curiosity could raise.

During such sessions he fortified himself from the bottle of beer on his desk. This probably helped to give rise to the schoolboy legend that between classes (and even during them) he was given to sneaking out to visit his private cache of ale, but the foundation for the belief is tenuous. However exaggerated this putative bibacity (and it must be admitted that over the years very many of the staff have excelled it), it is certainly true that, towards the end of his life, his luncheon did consist of raw eggs and beer, consumed at a quiet bar in Guy Street. In the Mackay Street days, he had not reached that point, and his diet was more varied. When hunger prompted him he would, without interrupting the course of his exposition, openly consume fruit or sardine sandwiches in class. One group recalls its astonishment at watching him cutting a banana into dainty slices as he talked, using for the purpose the knife with which he normally scraped out the bowl of his pipe.

As the years slipped by, the clock came to have a lessening significance for him. He arrived in class with a blithe disregard for punctuality, and continued, when it suited him, well past the end of the period. For the other engagements he appeared in his own good time. On one occasion the school news could gaily report

Mr. Anstey is simply delighted with the present of a clock which the school so kindly gave him for Christmas. We think the *clock* keeps excellent time.

Irksome as the foible was, his colleagues tolerated it with genial resignation, for "Joe" stood high in the esteem of all — staff, boys and parents alike. His personal magnetism and his value to the school were sufficient to disarm even Mr Wanstall's insistence upon orthodoxy.

At about this juncture Miss Snead, either from nostalgia or some personal reason, elected to return to her native England, but she soon regretted it. After a stint of private tutoring in London, she found herself, in her own words, "buried alive" in a rustic preparatory school, and found herself longing to get back to the gaiety of Montreal.

In 1927 a second memorial prize, ranking next in prestige to the Lucas Medal, was founded in honour of an Old Boy of the school, Jeffrey Russel.

While not a founder-member of Lucas School, Jeffrey Russel attended it between 1908 and 1910, before going on to Lower Canada College. Thence he proceeded to the Royal Military College, where he earned the Governor-General's gold medal, and to McGill University. On graduation he joined the Montreal Heat, Light and Power Company as an engineer. It was as a footballer that he was most widely known. He captained the city team while it was still an amateur organization, and his achievement there is commemorated in the Jeffrey Russel trophy which is awarded annually by the C.F.L. to the most outstanding player in the Eastern Conference. During a stormy night in May 1926 Jeffrey Russel took a squad of assistants to investigate a fallen pylon. A live wire seems to have touched him and electrocuted him. His funeral was one of the most impressive the city has known.

The terms of the Jeffrey Russel prize are similar to those of the Lucas Medal, with the difference that it is, in theory at least, open to any boy in the senior school. There have, indeed, been occasions when it has been awarded to a boy not in the senior form, but they are rare. More usually it represents the *proxime accessit* to the Lucas Medalist.

In 1928 the staff was joined by Major Cyril T. R. Jackson ("Jacko"), yet another who must be ranked among the personalities of the school. Among the many able members the teaching staff has known, he displayed the probably highest degree of erudition. A classical scholar of remarkable ability, he wrote Latin hexameters as a hobby, and was one of the very few men in Montreal able to carry on an animated conversation in that tongue with Dr Woodhead, the McGill professor of classics. Unhappily, such accomplishments tended to impress schoolboys far less than more comprehensible

attainments might have done, and Major Jackson was more appreciated for being easily diverted in class to talking of his wartime experiences. He had been gassed in battle and suffered, in consequence, from the severity of Canadian winters, which he detested. With British perversity he would wear a heavy, trailing scarf, but eschew an overcoat; he was reputed to wear army puttees over his long underwear. Discipline was not too strong a point with him, and even if his Latin classes were sometimes dull, they were a welcome relief from more strenuous sessions in other rooms.

That year witnessed an interesting and significant display of enterprise by the boys of form IIB, who between them produced an impressive little publication called *The School Times*. The prime mover in the venture was Stephen Leacock, whose father's literary fame is durably established. His assistants were Lawrence McDougall, Murray Cassils, Lauder Brunton and Ian Gillespie. The contents were mainly literary, and the editor had no compunction in transcribing poems from his school anthology to supplement the compositions of his colleagues. In the first issue the only justification for the title lay in a form roster and the results of some school matches, while in the second there was no reference at all to the school. The interest now lies less in the contents than in the presentation, for unlike its numerous successors it was printed professionally, and it carried advertisements with a request that Selwyn House boys should patronize the advertisers. (One can understand the bald announcement that McGill University would "still be going strong in the year 1934", when presumably some of the readers would be ready for higher education, but it is more difficult to believe that many required the services of a firm of advocates.) An equally distinctive feature, presumably dictated by the fact that the printer's run glutted the potential market, was the reduction in price for bulk purchases.

Mr Wanstall failed to be impressed with the magazine, or at least with the inapt title. The producers of *The School Times* claim (probably with some justice, since otherwise coincidence would be unduly strained) that the chief effect of their efforts was to inspire the official school magazine, which began its annual publication shortly afterwards.

The production of the school magazine, while nominally in

the hands of the senior boys, was entrusted to Major Jackson. Under his direction, the magazine became a useful extension of school activity. While it maintained a marked literary flavour, to which both staff and boys contributed voluminously, it more importantly provided the first durable record of what was happening in the school. In this respect it was by no means perfect, nor even complete. Much that might have been of interest to posterity was glossed over, hinted at cryptically, or escaped notice of any kind, and there was a perhaps natural tendency for the allocation of space to rest more upon the prolixity of the writers than upon the significance of their material. In any case, as editors of the magazine have always discovered, it requires preternatural farsightedness to realize what, to a reader decades later, will seem important. In any case, it was not for several issues that the concept of writing for future generations intruded. The earlier numbers were designed for the delectation of the present. Nevertheless, from this time on much of the school's history was preserved.

In the first issue, Mr Macaulay contributed a brief column in which he began his reminiscences of the past, with a promise of more to come in the future. Had he continued, it might have provided a fascinating and useful record of the early days, but unhappily the promise was never kept. A year later, in 1929, Mr Macaulay, though still only in his early fifties, decided that the time had come to retire, and he transferred the ownership of the school to Mr Wanstall. He himself returned to England, where for another thirty years he lived a quiet life of social usefulness. The break was not complete, for he retained his friendly relationship with his successor for several years. In 1931 they were fishing together in Wales, and a year later they resumed the pastime in the Laurentians. During the second World War Mr Macaulay added civil defence to his other pursuits, and he played a part in the severe bombing in his neighbourhood at Rugby. He died, at the age of 83, in 1958.

In a passing tribute, the parish magazine of Holy Trinity Church, Rugby, declared

For twenty-five years Mr Macaulay has been a most faithful member of the congregation, during which time he served for four years as churchwarden. For nearly ten years he was an

energetic and most efficient correspondent of our Church Day Schools. All who knew him will mourn his loss, for he was a most lovable person, who set a fine example of Christian worship and service. We offer our thanks to God for his life.

In that, many successful men in Montreal, who owed their early educational success to his guidance, fervently joined.

II

The Wanstall Era 1929-1945

New headmasters invariably have their own ideas of the improvements which are required. Mr Wanstall, though essentially conservative and far from persuaded that change and progress are necessarily synonymous, was not completely immune.

As far as the general organization, the aims and the methods of the school were concerned, he was satisfied with the system which had already been established. The fundamental purpose was to provide a sound introductory education in basic subjects, and if the conception of what was implied in that was founded upon the traditions of the English public schools none was found to protest. That little or nothing of Canada or Canadian history came within its purview did not, at the time, occur to anyone as anomalous, for the outlook of that section of society to which the school catered was still fundamentally British. The time had not yet arrived for the recognition of the "two solitudes", and the French fact had little or no significance for it.

More remarkable was the prevailing school spirit which had evolved; one Old Boy has termed it an "emotional fraternity". Staff and boys alike recognized a mutual responsibility towards the school and its welfare; it was tacitly accepted as the duty of every member of the school to participate in everything, and failure to do so was considered unworthy. The extraordinarily close friendships fostered by this attitude remain as a striking testimony to the early days of Selwyn House. More normally, school friends tend to drift apart as they make

their way in the world and form new attachments. It is truly remarkable how the bonds forged at the school have happily endured for over half a century.

None of this, in Mr Wanstall's view, called for modification, but he was convinced that it could best be maintained in an undivided school. He was bent, moreover, upon retaining complete control, and for these purposes it was imperative to bring the senior and the junior schools together under the same roof.

By the end of the first year arrangements to achieve this had been completed. From Mr Archier Grier, with whom he was on the most friendly of terms, Mr Wanstall was able to acquire much more commodious and impressive premises on Redpath Street. The purchase was completed in June 1930, and the school could move in almost immediately. The prospect of change naturally created excited anticipation for the future, even though a mild nostalgia prompted Major Jackson to comment, in lighter vein,

I met an old man on Mackay,
Who wailed, as he wiped either eye,
 "We are losing our *nous*,
 "For they've moved Selwyn House,
 "Which I hoped would be here till I die!"

The new location certainly possessed a greater elegance. Redpath Street, since it was a cul-de-sac, was quieter. At its Sherbrooke Street end it was flanked, on the one side by the Roddick estate and on the other by the new Church of St Andrew and St Paul, which shed an air of dignified opulence. The street was still cobble-stoned, which gave it an old-world atmosphere. To the south of the school was a trim garden belonging to Percy Walters; to the north, set back in its own grounds, was the Brainerd mansion; to the northwest lay the grounds of Trafalgar School for Girls, in Simpson Street — properties at which, many years later when more space was urgently needed, the Governors cast wistfully envious eyes but never really hoped to acquire.

The new school premises were a distinct improvement upon the old home. Standing back from the street, with bushes and trees shielding a broad carriage approach, the

house was massively compact, entered up wide stone steps and crowned by an intriguing turret. The interior, with its lofty ceilings on the main floors, and its spacious hallway and landings, afforded a gratifying sense of freedom after the confined accommodation of the past. Beside the building, screened from the Percy Walters garden by a magnificent row of poplar trees, was sufficient space for the boys to take the air at recess and expend their surplus energy — a space which even allowed the construction of a small ice rink for use in the winter.

As there are bound to be when a school is transplanted into a residential mansion, there were inconveniences. After a year's testing, the interior underwent what available records vaguely dismiss as "a complete overhaul" to remedy the defects and to produce the arrangements which remained otherwise unchanged for the next fifteen years. The basement provided a cloak-room for outdoor gear; the principal class-rooms were on the first and second floors, with smaller rooms, as well as wash-rooms, on the third. The turret room served as a store, a mysterious hiding-place denied to the generality of boys.

While all other staff members lived elsewhere, Mr Wanstall made the building his home. The north side of the second floor was set apart as his private quarters. The large room at the front, which during the day was the headmaster's sanctum, in the evenings became his living-room. A connecting door opened into his bedroom, with a bathroom in the rear; a back staircase led down to the kitchen and the servants' quarters. On the top floor one room was set apart as a guest chamber.

By half-past three each afternoon the building had to be cleared; teachers and boys were expected to be on their way home, and were not readmitted until the next morning. The houseman spread rugs to disguise the more utilitarian coconut-matting on the floors, and the house was a private residence until the next day. With this, Mr Wanstall also changed his role. No longer the headmaster of a private school, he became a member of the social set, entertaining or being entertained.

For while Mr Wanstall was a most proficient teacher, and a most conscientious and successful headmaster, his real tastes

and interests were far removed from the confines of any ivory tower. Much as he recognized and respected erudition in others, he made no pretence of being a notable scholar. The books conspicuously arranged in his study were, he freely admitted, pure window-dressing. He could admire Major Jackson's classical accomplishments without envying them. For Mr Anstey's encyclopedic knowledge and superlative value to the school he held a wholesome respect and appreciation which led him to accept his foibles and to do anything to retain him on his staff. But he did not regard himself as a kindred spirit of either man.

Essentially a man's man, his life-long enthusiasm was for what he considered manly pursuits. Golf and fishing were to him more rational pastimes than frowsting over ponderous tomes, and he excelled at both. His tennis was good enough for him, at one time, to have entered the championships at Forest Hills. As a cricketer he showed more than average skill, and it was a notable match with Lower Canada College when he and Dr Fosbery turned out on opposing sides. The prodigious "six" which, in another game, he hit from the middle of the McGill campus into the Sherbrooke Street traffic is still recalled with awe by the boys who witnessed it. For many years he spent his afternoons at squash at the M.A.A.A. In the school's excursions to the hills for skiing, Mr Wanstall accompanied the parties and joined in the hare-and-hounds races which were a feature of those outings. His proficiency with a shot-gun was, at one point during his headmastership, turned to a practical use at the school, for he procured a permit from the city allowing him to use it to reduce the colony of pigeons which infested Redpath Street.

As a relaxation he played a masterly game of bridge, and this, in conjunction with his social graces and conversational skill, made him a welcome visitor in many homes. Among the upper social strata his acquaintance was wide and, even in his later days, he was greatly sought after at parties as an eligible bachelor and a pleasing guest.

This side of his nature the staff at the school knew largely by repute, for he did not encourage intimacy with them. Upon occasion he might momentarily unbend, but even at the annual dinner which he arranged for the teachers there was a certain stiffness about him. The staff learnt to expect no open

commendation for their efforts; it was token enough of a job well done that it provoked no strictures. Yet this was no tyrant dominating his serfs, for Mr Wanstall knew the goal he had set, and he himself worked equally hard towards its attainment. He insisted, both by precept and by personal example, upon a maximum effort in what he considered the essential work; the basic subjects were stressed to the limit. Beyond that, Mr Wanstall had little sympathy with supplementary subjects or with extracurricular diversions, which he contemptuously derided as “fal-de-lals”, though he was not totally intolerant of them. When circumstances seemed in their favour he would sometimes permit the staff to experiment with them on a restricted scale.

Recollections of Old Boys are widely at variance over Mr Wanstall's qualities as a headmaster, but that is understandable. The more exemplary students could discern beneath the severe facade human traits which the more recalcitrant found obscured by his unwavering insistence upon his high standards. He was not merely teaching boys. He was educating young gentlemen, and had no time for impoliteness or uncouthness. At the start of the day, as the boys filed into class, Mr Wanstall was always in evidence, standing at the turn of the stairs to greet every boy with a formal “Good morning” which had to be returned. At recess he appeared on the balcony overlooking the playground, surveying the boisterous games below, vigilant for any ungentlemanly conduct. For a boy to be evicted from class was a drastic punishment, for Mr Wanstall, when not teaching, was almost certain to discover the cringing offender. Those with most reason for knowing still insist that he could see round corners, and even emerge from the woodwork to pounce upon the delinquent. Without elaborate inquisition into the actual misdemeanour, he would conduct the miscreant to his study. None of Mr Macaulay's diffidence about corporal punishment had been handed down to his successor. The ample supply of canes in the study was a school legend, and the arm which could drive a ball prodigious distances was fully as dexterous with “the stick”.

With the move to Redpath Street, new faces appeared on the staff. Rather incomprehensibly, a couple of years later the school magazine made the peculiar claim that changes in the

staff were infrequent. One must conjecture that in saying so Major Jackson betrayed a somewhat xenophobic attitude, which regarded the inner coterie of perennial stalwarts as the true staff, and set the transients in a minor category of their own. Mr Anstey, Major Jackson, Mr Christie, Mr Gillson and Miss Bruce continued to dominate the scene. Miss Pearson, to the regret of the junior school, decided to leave, and Miss Snead returned from the wilds of England to complete the inner circle. But there were others who for a few brief years played their part before moving on.

Mr Maycock, for example, who came in 1930 and in the following year took over the scouts from the departing Mr McVitty, remained until 1934. Mr R. J. Pattison was also there for the same four years. An Oxford graduate who had previously been teaching at Ashbury College, he took charge of organized games with a brisk efficiency which raised the standard of the school teams; in class he gained a reputation for an uncomfortable severity. He left to establish a preparatory school of his own at Clifton, England. Mr Counsell also stayed a few years.

The arrival of Selwyn House School on Redpath Street naturally had its effect upon a previously tranquil backwater. While for the greater part of the day it did not unduly disturb the peacefulness of its surroundings, there was no possibility of remaining unaware of its presence. The broad driveway offered a rallying point for the numerous cars which daily disgorged many of the students and later collected them again, and it afforded a suitable site for the ceremonial observance of Armistice Day which, with the scouts on full parade and with a bugler brought in for the occasion, became an impressive annual event. The neighbours could not remain oblivious of the ritual, to which, in any case, they could take no exception. They were more conscious, however, of the effect of the new rink.

When not frozen over, the rink provided the playground which in the past had been so conspicuously missing, and permitted the esoteric games which boys can always contrive. One of the most popular was known, for some obscure reason, as "mossy". Unlimited numbers could play, and the game began with a single player in the middle of the rink and the others at the two ends. Upon principles akin to the Caucus

Race in Wonderland, the boys raced from one end to the other. Anyone tagged by the sentinel in the middle joined him and helped to tag the others. The game was completed when the horde in the middle finally intercepted the last survivor. It is a pleasant thought that, in those far-off days, the present chairman of the Board of Directors was an acknowledged champion at this odd pastime.

Another game, which persisted somewhat longer than "mossy", divided the contestants into two teams, each defending the boards at one end. A tennis ball was tossed back and forth, the object being to hit the boards in the opposing zone. If the ball were caught, the catcher could take five giant strides forward before hurling the ball back. In the heat of the conflict opponents were sometimes satisfactorily felled, which added, somehow, to the enjoyment.

Such pastimes, particularly in the final stages, were most gratifyingly noisy and turbulent, but the neighbours learnt to accept it all without open protest.

A different form of confusion in the neighbourhood developed soon after the move, with the daily arrival of a character whom the boys, in their inscrutable way, referred to as "Bolshie". He was neither Russian nor, as far as anyone knew, particularly revolutionary. (The only printed reference to him dubs him, rather implausibly, Signor Bolshilini Popcornini.) He was the cheerful proprietor of a yellow "popcorn cart", which at times when the boys were likely to be at liberty he parked directly in front of the school, and from which he drove a brisk trade in popcorn, hot dogs, and other strange comestibles appealing to the youthful palate. Some killjoys detected a malign influence in encouraging the spending of cash which might otherwise have been saved, and in fostering the deplorable habit of running into debt in the process. A commemorative ditty of the time contains the stanza

You'll hear some little pickle
Say, "Sir, *have* you got a nickel
"That you may, perhaps — may possibly, er spare?"
And how nice to hear the vendor
Say, "Neither borrower nor lender. . ."
Quoting *Hamlet* to the heedless, empty air!

Much more irksome was the coincidence of his peak trading

period with the heavy traffic in limousines sent to fetch the boys home. Confident in the support of his clients, Bolshie refused to be shaken by protests from either chauffeurs or headmaster, but continued blithely to obstruct the approach until custom petered out.

In the winter, the rink afforded additional opportunity for skating and hockey practice. During its first season, the hastily prepared surface with its irregularities introduced novel hazards into the game, but a year later the rink had been graded to eliminate them. At recesses snowball battles could be waged with ample space for strategy, but they were not the only fun the snow brought. Small boys who, had they been ordered to do so, would have felt imposed upon, cheerfully helped to clear the ice. A heavy snowfall was always popular, for then the older boys could always hope that theirs would be the class to escape a lesson in order to cope with the more strenuous shovelling. And with the coming of spring, strange and elaborate irrigation experiments could be performed in the thawing ice to augment the torrent of water flowing down the street.

In 1931 the improved rink permitted the inauguration of hockey matches between the boys and their fathers. The first game was hilarious and unorthodox, as is often the case, and the school won comfortably, though the result was not considered serious enough to be credited to the record of the school team. It was an occasion notable for a rare departure from the customary afternoon routine, for refreshments were served afterwards in the study — a celebration described several years later by a youthful versifier in the words

To our lodge then came the fathers,
 With their squaws and their papooses,
 Brilliant in their beads and war paint,
 Straight to Gitchie Wanstall's wigwam,
 Drank the hot drink made of hemlock,
 Ate the bison killed by Oscar,
 Banished all their fears of homework,
 Pledged to fight again next winter.

Actually, activities bringing the parents into direct contact with the school were few. By this time, even the two prize-givings of the past had been deemed one too many, and they

had been combined. Sports Day remained as the one great occasion when the whole school was on show, and the few academic prizes were awarded with the athletic trophies at the conclusion of the track meet.

To make 1931 even more notable in this respect, in the Easter term the school offered the parents its first full-scale dramatic evening. Curiously, the bulk of the performers came from form V; the senior form was content with the auxiliary roles of lighting experts and scene-shifters.

The production was the work of Mr Harry Donald, a young man who had joined the staff in the previous September. He himself condensed the main plot of *The Merchant of Venice* into ten scenes. He enlisted the aid of friends at the Montreal Repertory Theatre for the settings and the costumes, and even lured the formidable Miss Bruce into lending her skills as a seamstress. The performance at the Kildonan Hall of the Church of St Andrew and St Paul was a triumphant success, and justified the repetition of the entertainment in the following year with an abridged *As You Like It*.

They were the only two ventures of the kind. Mr Donald's heart lay in the theatre rather than in the class-room. During the Christmas vacation he drew admirers from the school to see him play Horatio in the Repertory Theatre's production of *Hamlet*. In 1933 he abandoned teaching to appear in *The Rose without a Thorn* at the Duke of York's Theatre in London, England, and he later became a member of Sir Martin Harvey's celebrated stock company.

1931 was also the year of a brief experiment to increase the amenities of the school by catering to boarders. The third floor of an apartment building on Summerhill Avenue, adjoining Lord Harding's residence and within easy access of Redpath Street, was rented for the purpose. Major Jackson and Mr Pattison took charge of this new department, but they proved an ill-assorted team. A prime source of contention arose from Mr Pattison's hearty zest for fresh air and Major Jackson's pulmonary trouble, which balked at draughts. They were reputed to have spent their time less in tucking their charges safely in bed than in pursuing each other around to open and close windows. In any case, the demand proved too limited, and the plan was soon abandoned. Selwyn House School has never again contemplated accept-

ing boarders, since there have always been more would-be day-boys than vacancies in the school.

It was also the year in which a gyroplane is recorded as having flown low over the school. The Montreal sky was not then cluttered with flying-machines, and the apparition itself was a distinct novelty. It was the more remarkable since, through the kind offices of a parent, the passengers were Messrs Wanstall, Anstey and Pattison, daringly enjoying an experience which made them the envy of every boy in the school.

More new faces appeared in the staff-room, and, as in the past, almost all were English. In 1933 Mr Gordon Phillips, an Oxonian, after a year at Lower Canada College, began his long association with the school. While his subjects were English and elementary Latin, his preference was for choral music. Already he had embarked upon what was to prove a distinguished career in the city as a church organist. In a short time he was able to organize singing classes, although at first they were not only extra-curricular but extra-mural, meeting after school at the Church of the Advent. They proved popular enough for Mr Wanstall reluctantly to allow them to be transferred after a time to the school, and even to permit them to offer choral concerts. However, Mr Phillips' ability as a cricketer was, in the headmaster's eyes, a much worthier commendation, and Mr Phillips found himself actively assisting with the games.

A year later other men came, though their stay was brief. Mr Greenlees was a young man, who took over the scouts from Mr Maycock. He was enthusiastic, and maintained the troop at a high level, but he was less certain in class. Old Boys recall him for his unerring aim with a piece of chalk, but it must be conceded that he was not unique in this accomplishment. Over the years the school has known a number of equally proficient marksmen. They also recall (though this savours of youthful exaggeration) that in the course of his history classes he assigned so many impositions for turbulent conduct and faulty work that, in the process of completing them, the offenders learnt more than enough to make failure in examination impossible.

Mr Eric Wiseman, who remained at the school for six years, had played rugby for Cambridge University, and had been in

business in Winnipeg. He brought a welcome proficiency to lower school subjects, and when Mr Pattison left he took charge of the games programme. The hearty self-confidence which he exuded proved trying to his colleagues, and this, with his short and stocky figure, probably earned him his nickname of "Blimps". On the other hand, Mr Seymour, whose stay was briefer, was a burly man of some two hundred and fifty pounds, with a boyish sense of humour. These two are remembered for a couple of contre-temps at fire drill.

The old chute from Mackay Street had been installed at a top window. On one occasion, Messrs Phillips and Wiseman, neither of whom could be described as unduly powerful, were deputed to hold the lower end of the chute while the fugitives from the upper reaches of the building made their descent. Mr Wanstall, with the address due to long practice, successfully reached the ground. Mr Seymour followed, and hurled himself briskly from the window. Unfortunately his bulk imposed too severe a strain. As the chute was wrenched from their grasp, its supporters tottered drunkenly across the driveway while, to the intense delight of the boys already out of the building, Mr Seymour plummeted ungracefully into the bushes below.

However, faith in the efficiency of the chute remained unshaken, and it was at a later drill that Mr Wiseman achieved an unparalleled feat of *lèse-majesté*. Standing at the foot of the chute, he sped each boy on his way with a smart slap from the rear. So intent was he on achieving a commendable speed in the line that he omitted to check who was coming next. He was aghast to discover that, before a keenly appreciative audience, he had delivered a resounding blow to the headmaster's seat. Legend unfortunately does not reveal the sequel.

The school year in 1935 opened tragically with the sudden death, on September 28, of Mr Christie, at the age of 68. During the summer vacation he had helped to conduct a party of boys, organized by the National Council of Education, on a tour of England, and he had returned in seemingly excellent health. His unexpected death came as a grave shock to everyone, since for fifteen years he had been a key member of the staff — "one of the old school," as his obituary notice declared, "always forthright in life and speech, a model of punctuality, utterly devoid of cant and hypocrisy."

To secure a replacement, Mr Wanstall, instead of applying to the usual scholastic agents in London, telegraphed to Mr Pattison, asking him to find someone who could come as soon as possible. As it subsequently proved, it was a most happy move for the school. On his staff at Clifton Mr Pattison had an old colleague with whom he had worked years before at Ashbury College, and who was prepared to return to Canada at the end of the term.

Mr Bernard K. T. Howis arrived at the beginning of January 1936. His early experience had been gained at St Paul's Cathedral Choir School in London, and at Portsmouth Grammar School, and he was a most admirable middle-school teacher. In his younger days he had played first-class cricket for his county in England, and even at fifty he could inspire in his pupils an enthusiasm for the game. He made no pretence to deep scholarship, but he offered, instead, a quality rarely if ever equalled in the school since his time — a personal magnetism which drew boys instinctively to him and enabled him to establish an astonishingly close rapport with them. His appearance in the playground was the signal for an immediate swarm of small fry to cluster about him, chattering with an un-self-conscious ease which made him seem one of them, and shrieking with genuine laughter at his simple quips. Any forlorn new boy was instantly drawn into the group and became one of it. To the boys (and to their parents, who appreciated him fully as much) Mr Howis was invariably "Pop". Yet he was more than a playmate or a father-figure. Kindly as his advice and guidance usually was, when discipline demanded it he could become stern, and he could exact seriousness at the appropriate time. One of his earliest contributions to the school was the organization of a small library and the encouragement of a love for reading.

Above all, he brought with him an attractive young wife with a captivating personality of her own, who provided a refreshing contrast to the ladies on the staff and who, in the years which were to follow, was to achieve an even greater eminence at Selwyn House than her husband.

The establishment of a library was actually inspired by the gift, from Mr Walter Molson, of a handsome bookcase surmounted by the school crest, which for a quarter of a century dominated the second floor. In the course of time it became

the repository for a collection of handsomely bound volumes, given to the school by various parents and friends, and it made a most impressive piece of furniture, though one has to suspect that not many boys (or even staff) ever seriously probed the contents of some of the books. To begin with, however, the shelves were gradually filled with works of greater appeal, acquired by gift or other devices, which within two years numbered over a thousand. Mr Howis' readiness to open the library at any moment, without protest, and to give his time to advising the choice of book, had much to do with its immediate popularity with the boys.

A perhaps less popular innovation at this time was the "help room" — a small class-room set aside, with one of the staff on duty at all times, for boys who found themselves lagging in their studies. The underlying conception was excellent, but in the light of experience it was found that help could be more effectively given by the teacher actually responsible for the subject, provided by him at times when the boy was not required elsewhere.

An unusual distinction of 1936 was the success of the swimmers. A team of twelve, trained at the M.A.A.A., won the Alfred Ross Memorial Trophy offered for provincial competition in the methods of the Royal Life Saving Society. The measure of such an achievement by a small school lay in the fact that the previous holder had been Montreal High School.

By this time the sports programme had developed sufficiently for a chartered bus to convey players to the grounds at Westmount, though the cricketers still trudged to the Mountain on foot. Skiing had acquired a remarkable prominence. For several years the scouts had spent a week-end each spring at the estate of Mr and Mrs Arthur Purvis at Ste Marguerite, where they had staged a well-organized ski meet. Similar week-ends for others were arranged at the Seigneurie Club at Montebello, with Messrs Wiseman and Greenlees in charge; Mr Wanstall himself took advantage of the opportunity to join the boys in their cross-country chases. In 1937 skiing classes on the Mountain even replaced gymnastic classes at the M.A.A.A., though in subsequent years gymnastics returned when inclement weather precluded the skiing. In the winter of 1938-1939 Mr Wiseman opened the Selwyn House Ski Club at Ste Adèle. A trim club-house, prominently labelled,

and furnished with such amenities as radio and record-player, could accommodate fourteen at a time, and provide the necessary meals. Throughout the winter the club catered to its members and their guests every week-end.

Notable, though much less appreciated, as a feature of 1936 was the first contribution that Mr Wanstall had ever made to the school magazine. It took the form of a display announcement that all boys in the senior school would be expected to read a prescribed book during the summer vacation, and submit to examination upon their return in the fall. A prize was offered for the best result, and all who passed the test were given a special half-holiday. The scheme persisted for several years, though it was not long before a more direct and less public means of announcing the book was adopted.

A companion announcement appeared a couple of years later, but this time to abolish a prize. It had been Mr Macaulay who had introduced Attendance Prizes, awarded to all boys who had not been absent at any time during the year. Now, in keeping with more modern medical philosophy, the headmaster decided that Spartan fortitude, however admirable, could menace the health of one's schoolmates, and it was considered more commendable for a sufferer to remain at home until the threat of infection had vanished.

(This was not the only prize the school has known which proved more well-meaning than wise. Six years later a handsome cup was offered for the most improved boy in the junior school. Splendid as the idea sounded in theory, it proved to have two very distinct drawbacks. The temptation was great for an ambitious boy to qualify as the greatest menace of his time, in order to ensure winning the cup in the following year. Even more of a deterrent, there was always the indignation of the fond parent who, were her son to be awarded such a prize, would greatly resent the implication that he had previously been less than a paragon. After being awarded twice, the cup lingered forgotten amidst the other trophies in the school.)

On a more trivial plane, it was at about this time that a curious rumour was rife among the boys. One of them, in all innocence, happened to lift the extension telephone while the headmaster was engaged in conversation with someone whom he addressed as "Mary". Without resorting to prolonged eavesdropping in order to gain support for the notion, youth-

ful simplicity detected the possible intrusion of romance into the monastic life of an eligible bachelor. Soon everyone knew that Mr Wanstall had a lady friend. There was nothing malicious in the rumour. All the boys were strongly in favour of a Mrs Wanstall, who might have had a humanizing effect upon the headmaster. The hope lingered until, when it was eventually clear that it was groundless, it was forgotten. It was probably a similar kind of wishful thinking that at one stage thought it detected the symptoms of a similar romance between Miss Snead and Mr Gillson.

1937 proved to be a year in which Selwyn House was able, more than ever, to preen itself upon the singularly high standard of academic achievement among its former students. At Bishop's College School no fewer than twenty-three of the forty-five prizes awarded were won by former Selwyn House boys. At Trinity College School fourteen prizes were gained by students from Selwyn House. At other schools Old Boys appeared notably in the prize lists, and the only boy from the school at Loyola College secured no fewer than five prizes. It was, admittedly, an outstanding year, but not exceptional enough to be deemed phenomenal.

In 1938 two of the more prominent of the staff decided to retire. Mr Holliday had for some time been feeling his age, and was less effective than he had been in the past. Miss Bruce also felt that the time had come to enjoy her leisure and to revisit her native England. Miss Kinnear replaced her on the staff; Miss Snead succeeded her as head of the junior school, and continued to direct it on the sound traditional principles which had always guided it. One notes, with a certain degree of pleasure, that her promotion was marked by a Valentine verse from one of her pupils, which found its way into the magazine — though whether for its literary merit, or because of the rarity of such tributes, is now a matter for speculation.

At this time, one of the school's major problems was to some extent solved. Nowhere was there a room large enough to assemble the whole school to receive the headmaster's edicts and announcements. To remedy this, each class-room was provided with a loud-speaker, connected to a microphone in the study. At any moment it was possible for the headmaster's disembodied voice to interrupt the gentle babel of the class with whatever proclamation had to be made, though the most

unusual time was during the first quarter of an hour in the morning — a period recently set aside for religious instruction and exercises carried out by the form-teacher. At other times radio broadcasts of exceptional interest or of prime importance could be piped into the class-room. Like most such apparatus of its day, it was temperamentally capable of eerie noises and even temporary failure, but in the main it served its purpose well. An unpremeditated subsidiary function stemmed from the totally erroneous belief that when Mr Wanstall had nothing better to do he could use the apparatus to eavesdrop upon classes. He never was at so complete a loss for useful occupation, of course, but from a disciplinary standpoint it was a salutary misconception.

This was also the year in which the school acquired a song of its own. The words and the melody were the work of Mr Anstey; an Old Boy, Philip Motley (1921-1927) harmonized it for him. The first (and, it is suspected, only) public performance came with Mr Phillips' song recital at the end of the Christmas term. This masterpiece did not survive. Attempts to trace a complete copy have so far failed, but the nature of the song may be judged from the couplet which lingers in memory:

When first I came to Selwyn House
I was as quiet as a mouse.

In the background of school life, as elsewhere, were the first rumblings of coming events in the outside world. The political tension in Europe was reflected in the literary contributions to the school magazine, with as much self-delusion as in the popular press. While boys who had moved to schools in England could write graphically of the mounting uncertainty and anxiety there, others could hail, as the greatest men in the world, Neville Chamberlain and Adolph Hitler. The second World War, when it came, had a far greater effect upon Selwyn House than the first had done, but through it the daily routine continued much as before.

For Mr Wanstall, his failure to find acceptance for some form of active service was a great disappointment, but he was rejected, not only on the score of age, but because the work in which he was already engaged was deemed to be of essential

national importance. Two of the staff, Messrs Seymour and Redgrave, enlisted in the Navy; the former was lost at sea in a submarine. Old Boys in large numbers volunteered for the forces. From England, a number of boys sent to Canada for safety joined the school and not only added to the direct interest in the war but, by introducing a different outlook, helped to broaden the experience of the other boys. The sinking of the *Athenia* caused a momentary alarm, for preliminary reports included among the casualties the name of Miss Margaret Bruce. Happily, news soon followed that she had failed to secure a passage back to Canada, and was working with the Red Cross in Worthing.

Inside the school, events were able to follow a course which they probably would have done in any case.

To the facilities available in 1939 was added a movie projector, with which documentary films from a variety of sources were shown to the boys regularly in subsequent years. A report upon these programmes, in the following year, with naive bluntness remarked that the staff choosing the films was beginning to learn what most appeals to boys — a notion encouraged, probably, less by a greater discernment in choice than by the inclusion of war documentaries. Perhaps the most striking film was supplied by the headmaster, who took an Associated Screen News photographer on the annual trip to the Seigneury Club and thus acquired, in colour, an animated record of that year's ski meet.

1939-1940 brought another attempt at unofficial journalism. Guided by Mr Wiseman as the prime mover and supervisor, the boys of form V borrowed the school duplicator to produce *The Veritas*. With J. Chipman as editor, the paper achieved a greater diversity of content, of praiseworthy quality (some even considered good enough for reproduction in the official magazine), and with fortnightly issues sustained its publication for a much greater period than its predecessors.

This was Mr Wiseman's farewell contribution to the school, for he moved to a new post at the end of the year, leaving Mr Phillips to assume control of the athletics programme. To replace Mr Wiseman, Mr Patrick Anderson joined the staff.

Mr Anderson had distinguished himself, while at Oxford University, by holding the office of President of the Union

Society, an honour which at that time still retained much of the aura which had marked its heyday earlier in the century. His extensive knowledge of English literature and his enthusiasm for it were something which he could readily transmit to the boys. The popularity of his classes may have owed a little to his own status as a young and promising modern poet, some of whose work has found its way into Canadian anthologies; his personal popularity certainly owed something to the mild bohemianism which, as a poet, he favoured.

Poetry was a theme upon which he often crossed swords with Mr Anstey. By this time Mr Anstey's position as the Grand Old Man of the staff was undisputed. The years were telling upon him. He moved with greater difficulty, and he found it necessary to travel to and from school by taxi. His class-room had been transferred to the ground floor so that he could avoid the stairs, and his progress had become patriarchal. Yet in spirit he remained as young as ever. He proudly wore a complete array of sixth-form lapel pins, covering his years as form-master; he still led his form in the annual enjoyment of the roller-coaster. At this stage he was again experimenting with a beard of the most astounding aspect, which slowly developed from an incredible row of filaments to a lacy fringe under his chin — an unparalleled facial adornment whose evolution is recorded in the sixth form photographs of the period.

With his customary eclectic thoroughness, Mr Anstey studied modern poetry, though his more classical taste led him to pencil, at intervals in the margin, a faint but emphatic "bosh" or "piffle", and he challenged Mr Anderson to persuade him that he was wrong. He was not the only member of the staff with whom Mr Anderson clashed, for Mr Anderson's politics were as extreme as his verse, and more than slightly tinged with red — which roused the fierce indignation of true-blue diehards like Major Jackson. The disputes, as the war continued, grew more and more acrimonious, with neither side yielding to the other, and the common-room for a time knew an intensity of emotion which disturbed its more customary harmony.

Of more lasting significance was the addition of Mrs Howis to the official roll. Since her arrival, she had played a useful part in the background, but without definite status or remun-

eration. Whenever help was needed, she had been there to lend a hand. Mr Anstey had been swift to recognize her value as a typist and occasional secretary. During the summer vacations, when Mr Wanstall was away at his fishing and her husband was busy as a camp counsellor, Mrs. Howis had moved into the building to take charge of it, and to deal with prospective parents and other business needing attention; during the term Mr Wanstall frequently availed himself of her services. With the departure of Miss Kinnear (who had recently become Mrs Myers) Mr Wanstall persuaded Mrs Howis to join the junior school staff.

Her teaching career was brief, for a serious illness took her to hospital for a protracted stay, and her convalescence was even longer. In that short time, however, she had endeared herself as a friend to every boy in the school. When, at the next prizegiving, Mrs Howis was detected sitting unobtrusively at the back of the grandstand, the junior school almost in a body abandoned the official proceedings to besiege her and to welcome her back. In his speech later on, Mr Wanstall, in making the welcome formal, sought to explain the stampede by saying, "Every boy in the school loves Mrs Howis." Then, suddenly conscious of the possible scandal implied, he hastily corrected himself, "That is to say, every *small* boy."

Mrs Howis did not return to teaching; instead, she found herself deeply involved in war work in the city. Nevertheless, Mr Wanstall still made use of her talents to help with the business side of the school.

As the war progressed, Selwyn House could not remain completely indifferent to it. The direct effect was admittedly comparatively trivial, but as a background it could not be ignored. That it was in everybody's mind is clear from the change in content of the magazine; even the original contributions from the boys were strongly influenced by it. Long lists of Old Boys on active service appeared, with editorial regrets that space did not permit them to be complete. Congratulations were extended to those decorated for valour, and there were many. In 1941 the sad news of the first to die in action reached the school. There six in that year, and from that point the list unhappily grew steadily.

Tragedy came nearer home in the spring of 1942, when the familiar and beloved figure of Mr Anstey was absent. He had,

of course, been sick before, but this was graver. A month or so later, in early March, the school learnt that his long and valuable career was ended. Staff, many parents, and Old Boys attended his funeral, and the grief and tributes were deep and genuine. *The Montreal Star* attempted to epitomize all that he had meant to Selwyn House:—

The secret of his success was his thorough understanding of youth and his sympathy with youth — an understanding and sympathy which enabled him to get next to the students and gain their confidence and trust. He gave liberally of the gifts with which Providence had endowed him. He was one of those who served unobtrusively. But the value of his service cannot be measured in terms of words; it lies rather in the hearts of those he taught, and in the recognition of what he did for them in their formative days. The teaching profession has greater need now than ever of such men as Charles T. Anstey.

A postscript was added by another writer:—

To give up teaching was an impossibility for him. When he could no longer work, he died.

Perhaps unique among the many who have been part of Selwyn House, as “Joe” he still lives prominently in the memories of those who knew him.

The life of the school continued to follow its traditional course. The record of examination successes was maintained at the customary high level, and the usual activities occupied daily attention. A few new features introduced variety to the routine, without fundamentally changing the accepted pattern.

Cricket, for example, moved from the primitive surroundings in which it had been played on the Mountain to the more suitable Upper Molson Field, though matches, when possible, were still played on the McGill campus. The players could practise without the use of matting, which delighted the men in charge who, reared on English turf, naturally disapproved of such exotic refinements.

The first open acknowledgement of the growing technology which was to transform life came in 1941, with the formation of the Selwyn House Science Club, which survived through three or four years. It had no official status, though

its existence was not totally ignored by authority; rather, like some of the unofficial hockey leagues that from time to time existed, it was a form of private enterprise, meeting at the homes of its adherents. Nor was it particularly concerned with abstruse theory, preferring to enjoy the more spectacular practical applications that could be made. It even aspired to offering scientific demonstrations at the hall of the Church of the Advent, by which means it raised useful sums for the support of war charities. The school acknowledged the existence of the club, but officially Selwyn House still clung exclusively to the more gentlemanly Arts.

An interesting diversion was introduced by the sixth form in the 1942-1943 school year, with what were called "Brainbusters" — an academic variation upon the periodic attempt to produce newspapers. Each week a "quiz" of twenty questions, covering a wide range of topics, was made available to every boy in the school for a nickel. Using any source of information he could find, the purchaser was qualified to submit his answers for adjudication. The size and number of the prizes offered depended upon the sale of question-papers. Major Jackson undertook the judging of the entries — a task which, according to the chroniclers of the time, forced him "to be up much earlier than was his wont on Saturday mornings." The diversion proved remarkably popular while it lasted, and incidentally greatly increased the use of the reference books in the library.

In a somewhat different way, Mr Anderson enlivened his classes by the use of what he termed illustrated broadsheets, which he himself prepared. They were duplicated papers, offering additional material to supplement the text-books, and specialized comments upon current events. His colleagues, still content with the traditional devices of text-books and blackboards, accepted them as the sort of trick one had to expect from an avant-garde young man, and did not attempt to emulate them. Yet they are worthy of note, as the forerunners of the vast spate of duplicated notes which, over thirty years later, have become a salient teaching aid in the school.

Two important newcomers made their appearance in 1943.

When Mrs Howis gave up teaching, she had been replaced, temporarily, by Miss Bruce, who by that time had discovered a means of crossing the Atlantic without disaster, but it was only

until a more permanent replacement could be found. In 1943 Mrs Christian Markland began her long association with the junior school. She naturally took her cue from Miss Snead, but she nevertheless succeeded in bringing to the junior classes a stimulating briskness.

From the school's point of view, an even more significant arrival came in August 1943, though at the time no one could possibly have suspected the magnitude of the occasion. Mr Wanstall's domestic helpers, useful as they had been, had not, hitherto, carved any deep niche for themselves. Some still vaguely recall a gentleman named O'Connor, who served excellent roast lamb to those lucky enough to stay to lunch, and there was another called Oscar, whose name still lingers. The others have faded into oblivion. The Swiss couple who had served for several years had discovered a means of returning to their own country, and in their place Mr Wanstall engaged Mr George Dewland and his wife. As a young man, not yet thirty, not even George (as he has been known affectionately to thousands who have not even been aware that he possesses a surname) could have foreseen what lay ahead. Most assuredly, when he took over the general care of the building, and the simple catering for the headmaster and the half-dozen who stayed for lunch, George could not possibly have imagined what the work would turn into in the next three decades and more, and nobody could possibly have recognized the arrival of one who would in time become the most valuable employé in the school. However, it was not for some time that George established himself as a worthy member of the gallery of "characters" which Selwyn House has known. At first he was more familiar, in his white jacket, attending to the care of the premises, and even performing such tasks as collecting absentee slips from class-rooms — a chore which has long since become too trivial, among all his greater responsibilities, to take up his time.

As with the closing years of the European war the pace of the conflict increased, so that the number of Old Boys in uniform grew and the Roll of Honour lengthened, evidence of an approaching end became clearer. During this time, school life passed without events of major significance. Oddly, with brighter prospects ahead, a change of interest, as evinced by the contributions to the magazine, showed itself. The war

and martial themes no longer occupied the thoughts of the writers, and their essays turned back to more pacific, and even more trivial, topics. It was almost as if the boys, with youthful optimism, were already peering ahead to a more settled world.

None foresaw the crisis which, as the war in Europe ended, overtook Selwyn House.

It began with seemingly trivial causes. In February 1945 Mr Wanstall, despite a heavy cold, and in defiance of the weather, insisted upon keeping a dentist's appointment. The cold became influenza, and for the first time in his life Mr Wanstall found himself in hospital.

In the headmaster's absence, the school had to carry on without his firm control. In routine matters the staff could cope with its normal duties, and its says much for the efficient machine that Mr Wanstall had created that outwardly all was as usual. Major Jackson became acting headmaster, and moved into the spare bedroom on the top floor, and enjoyed the luxury of George's catering and attendance. He did his valiant best towards directing the daily life of the school, and even enlisted the assistance of a number of Old Boys to supervise classes which would otherwise have been untended. But Major Jackson was essentially academic, and lacked the temperament to handle the mundane business affairs of the school. From his hospital bed Mr Wanstall signed cheques and other documents requiring it, and made such decisions as were required. Mrs Howis, visiting him regularly, acted as his secretary and liaison officer, and kept the accounts and correspondence up to date for his scrutiny.

Though his doctors showed no grave concern for his condition, Mr Wanstall made no real progress towards recovery. On the eve of V-E Day, just as the European War was ending, Mr Wanstall died, at the age of 65.

A long tribute to him in *The Montreal Star* on 7 May 1945 said, in part: —

No man deserves more of his fellows, whether these make up a nation or a community, than does he who has given his life to forming the character of youth by instructing its mind. Such a one may give his life to that great work and depart from it perhaps almost unknown to the great multitude with whom he may come but little in contact. Yet he will have left his

city — and his nation — under a great debt to him, since there is no material estimate by which the value of the good citizen can be assessed.

Geoffrey H. T. Wanstall was one such. Fortunately, indeed, he found his permanent place in Selwyn House which under the splendid guidance of its founder, Capt. Algernon Lucas, and of his no less distinguished successor, C. C. Macaulay, had made a name for itself among the institutions of learning in Montreal.

There is an old motto, 'Better untaught than ill taught', to which Geoffrey Wanstall most heartily subscribed. Of his specialty, mathematics, this is particularly true, and "born" teachers of the subject are scarce indeed. Fortunate is the school which can number one such upon its faculty and more than fortunate the student who has the too rare advantage of such instruction. He taught his classes not only the principles of mathematics and the applications of them, but, as it were incidentally, much of that philosophy of life and its application which makes men — and gentlemen.

The influence of such a man is not bounded by the walls of his classroom. School generations pass quickly and the new boy of to-day is leaving school, as it were to-morrow, carrying upon him its imprint: in its mind its creed and its traditions. These he, consciously or unconsciously, in his turn passes on. Geoffrey Wanstall dealt with many boys. They have scattered far, and their names are to be found upon the rolls of the fighting forces by land and sea. To the boys and young men privileged to have daily contact with him, news of his death means a sense of personal loss. The cause of education is the poorer for his passing. To Selwyn House his death is a grievous blow indeed. The school stands for the best and its record is a proud one. It will go on with its great work, no doubt under some new guidance. Whoever is to carry on will have a fine tradition to maintain.

It was, indeed, a grievous blow, for Mr Wanstall's passing was more than simply the close of a successful career. It was also the end of an era — an era in which the destiny of the school had rested in the hands of benevolent autocrats whose policies were entirely their own.

That it did not also mark the end of the school itself it perhaps the greatest testimony to the high value which parents, and more particularly Old Boys, attached to the superlative achievement of the first three headmasters.

III

Selwyn House Association Summer 1945

Mr Wanstall's death brought the school to the gravest crisis it has ever faced. At a time when numbers had dropped to a mere 125 boys, the sudden shock of finding itself without the headmaster who had kept the control of everything in his own hands, and the threatened chaos from having no one competent to take command, would have been serious enough, but that was overshadowed by the fact that Mr Wanstall had left no will. None of his heirs-at-law was in Canada. His two brothers, in England, were unwilling to come over at short notice, even if they had been in a position to do so, and to communicate with his sister, who resided in Vichy, France, was extremely difficult. The intricacies of handling the estate in such circumstances were alarming. Nor did the attitude of an unimaginative bureaucracy include any sentimental consideration for the future of the school or the welfare of the boys and staff.

Immediately upon news of Mr Wanstall's death, three of his more intimate friends, who had boys in the school — Messrs Walter Molson, Philip Mackenzie and Winthrop Brainerd — hurriedly met with the teaching staff to consider the situation. In the first moment of panic, the immediate closing of the school in order to settle the estate seemed imminent. The staff was completely bewildered by the catastrophe. Their lives had been sheltered from the practical complexities of the business world, and they were ill-equipped to cope with such a disruption of their tranquil existence. One or two of them advanced somewhat unrealistic suggestions

which merely revealed their helplessness, but most were mute in their stupefaction.

Only Mrs Howis, from her knowledge of the financial aspect of the situation, could offer any constructive idea. She argued that there was a financial and a moral obligation to the parents for the school year to be completed, and that if that could be done there was no reason for closing the school. As a possible means of meeting the emergency, she raised the feasibility of seeking financial assistance from parents and Old Boys, and from friends who would wish Selwyn House to survive.

This was the basis upon which Mr Walter Molson, assisted by Colonel Allan Magee and Mr Wynne Robinson, the manager of the Montreal branch of the National Trust Company, both of whom had boys in the school, set to work. They agreed that, since it seemed impossible for the heirs to shoulder the burden, the responsibility for the continued operation of Selwyn House should be assumed by a group of younger parents and Old Boys, who would have a direct and personal concern in its future.

They enlisted the help of Mr G. Miller Hyde, a successful lawyer who was also an Old Boy (1913-1916) of the school, and who was planning to send his two sons there in due course. He agreed to try to form a group to undertake the responsibility. Already the National Trust Company had assumed temporary direction of Mr Wanstall's affairs, and especially the operation of the school until the end of the academic year, and Mr Robinson offered the company's services gratuitously as intermediary with the heirs.

With the despatch that the situation demanded, Mr Hyde brought together an organizing group. In addition to himself, it included Messrs John G. Porteous, K.C., A. R. (Peter) Gillespie, Campbell Leach, C. A., Murray Ballantyne, John G. Le Moine, W. C. J. Meredith, K.C., T. H. P. Molson, B. M. Ogilvie, E. H. Eberts and H. G. Lafleur. They were optimistic enough for the National Trust Company to be able to advise the parents, on behalf of the Wanstall estate, that not only had arrangements been made for the school to carry on until the closing on June 13, but that it was hoped that it could shortly be announced that the continued operation in the future would be assured.

Tentative enquiries quickly persuaded the organizing committee that, rather than seeking another headmaster-owner, the most effective way of ensuring the future of Selwyn House School would be to form an incorporated non-profit organization to guide its welfare. This, if a suitable headmaster could be found, they were prepared to undertake.

This new headmaster had to be found in time to notify parents before the end of term, so that they could plan for the following year. A break with tradition was inevitable, for none of the staff was suitable, if only from considerations of age and possible tenure of the position. A younger man of more dynamic temperament was clearly needed. After an intensive search, during which a number of possible candidates applied for the post, the committee decided that the man it wanted was Mr Robert A. Speirs, at that time assistant headmaster of Lower Canada College.

Mr Robert Speirs was born in Melrose, Scotland, and educated at Edinburgh University and Columbia University, New York. He had taught in Scotland for four years before coming to Lower Canada College as head of the English department for nine years. The contrast to Mr Wanstall was almost complete. Though in his time he had successfully played the usual games, he was not an avid sportsman; to him life was real and earnest. Community work interested him more, and already he was actively engaged with several concerns in the city; in subsequent years he was prominent as a governor of the Queen Elizabeth Hospital and of the Fraser Institute. Already well known as an accomplished public speaker, he was sought by a number of societies. Above all, he offered a strongly Presbyterian outlook which contrasted sharply with the more worldly outlook of his predecessor. Into a staff almost completely English in origin and attitude he infused a new element, a Caledonian pride which could not be ignored. (It was some years later that the then chairman of the Board, Mr Peter Gillespie, who himself could claim a Scots ancestry, delighted a school assembly by referring to this trait with the dry comment, "I, too, had ancestors who were hanged for sheep-stealing.")

By May 30 the committee felt sufficiently confident of its ability to interest Mr Speirs in the appointment, or if not to

find a satisfactory alternative, to make an offer to the Wanstall estate on behalf of the projected corporation. The offer, made through the National Trust Company, was set out in a letter of that date which read, in part.

The undersigned are either Old Boys of or otherwise interested in Selwyn House School. It is obvious to them that unless arrangements are made in the very near future for its operation beyond the end of the present term there is a very distinct possibility that the school may cease to exist. Selwyn House has made an important contribution to the life of the community, and they believe that they would receive considerable support from Old Boys, parents and others in an attempt to ensure its continuance. Its success has been due very largely to the character and ability of its former headmasters, who were also sole owners, and it is very doubtful if a suitable person can be found to purchase and operate the school within the short time available.

The letter went on to say that if the estate was prepared to accept \$25,000 for the purchase of the school as a going concern as at 1 July 1945,

including the land and buildings on Redpath Street with the existing furniture and equipment, the name and goodwill attached thereto, and all supplies on hand at that date,

the committee was prepared to incorporate a non-profit organization for that purpose, under the title of Selwyn House Association. The letter concluded

This proposal is made after a considerable amount of study and effort on our part, and we are satisfied that we can raise the necessary money for the Association. It will be necessary, however, for the heirs to authorize your acceptance of such a proposal not later than June 9.

A cable was despatched on the same day by the Trust Company to Mr Arthur Wanstall, asking him to consult with his brother as to whether they agreed and would accept the responsibility of a commitment on behalf of their sister. Their acceptance of the proposal was received on June 9.

Meanwhile the members of the committee, with Mr John

Porteous in charge of the campaign, had been soliciting financial support. As soon as the heirs had accepted the proposal, negotiations with Mr Speirs were entered upon. Mr Penton, the headmaster, and the Board of Governors of Lower Canada College, despite their reluctance to lose their assistant headmaster, were most understanding in releasing him at such short notice; they recognized the urgent need for Selwyn House for a new headmaster, and in freeing Mr Speirs from his contract they made a significant contribution towards saving the school. The appointment was confirmed two days before the end of term.

The school closing, on June 13, coincided with the annual Sports Day. There was, not surprisingly, a large attendance of parents, anxious to hear what the future held. It was a dramatic moment when Mr Hyde, as chairman of the committee, at the conclusion of the events announced to a hushed audience, over a capricious public address system, that Mr Speirs had been engaged and that the future of Selwyn House was assured. The news was greeted with great enthusiasm and heartfelt relief. Mr Speirs was introduced, and in a brief speech declared his intention of doing everything possible to maintain the standards of the school and to endeavour to justify the confidence which the chairman and committee had placed in him. The boys and staff could face the summer vacation with a far happier spirit than, a month before, had seemed likely.

On 19 June 1945 letters patent under part III of the Quebec Companies Act were granted, and Selwyn House Association came into being. The charter defined its chief aims as

- (a) To establish, carry on and conduct a preparatory school or schools, where students may obtain a preparatory, classical, mathematical, technical and/or general education and to give instruction in all branches of literature, arts and science and to grant or issue appropriate certificates;
- (b) To make representation to, unite with and enter into arrangements with and to assist in any manner whatsoever any school, college or university for the purpose of extending the cause of education . . .
- (c) To encourage literary pursuits on behalf of the members of the Corporation and for that or any other purpose to

organize and conduct a library on the premises of the Corporation for the convenience and use of its members, to hold literary conferences and debates . . . to invite speakers and lecturers and other persons of literary talent for the purpose of organizing literary events or otherwise.

The pages which follow will reveal how efficiently the Association has fulfilled this mandate.

The provisional directors of the Association were named as Messrs John Porteous, Miller Hyde and Peter Gillespie, until such times as a full Board of Directors, consisting of twelve elected members of the Association, should be appointed.

No time was lost in establishing the Board. On June 20 the provisional directors met to draft suitable by-laws for Selwyn House Association. Membership was to be open to any resident of the province of Quebec whom the directors considered desirable, which in practice implied persons with a direct interest in the school. To ensure this direct interest it was decided that in general such members should be selected from among the parents of boys attending the school, with a substantial proportion of Old Boys, and that at least one mother, and preferably two, should be included. While not a rigid rule, this principle was, for the next quarter of a century, generally observed.

Immediately after this meeting of the provisional directors, the first meeting of the Selwyn House Association was held. The original Association consisted of fifteen members, drawn from among the thirty-six original bondholders (*vide* appendix I). From these the officers and directors were appointed. Mr Miller Hyde became the first chairman; Mr Peter Gillespie combined the offices of vice-chairman and secretary; Mr Campbell Leach was treasurer. The remaining directors were Messrs John G Porteous, John G. Le Moine, T. H. P. Molson, W. C. J. Meredith, E. H. Eberts, H. G. Lafleur, C. H. Peters, B. M. Ogilvie, and Mrs Anson McKim. The same meeting appointed an executive committee of the Board, which was destined to become the most active and influential part of the Association. The first executive committee was composed of Messrs Hyde, Gillespie, Leach and Molson, with Mrs McKim. The duties of assistant secretary were assigned to Mrs Howis, who at the same time was appointed headmaster's secretary.

At this inaugural meeting, the provisional directors were able to present an encouraging picture of the school's position, with the confident assurance that the crisis had been weathered. Mr Wanstall's brothers and sister had agreed to satisfactory terms for the purchase of the property, furniture and equipment, with the retention of the title Selwyn House and the goodwill with it; the formal date of acquisition was July 1. The issue of twenty-year 3% first mortgage bonds, taken up by parents and friends, had raised sufficient funds not only for the purchase but for immediate operating expenses, and the \$35,000 sought in bonds could be reduced because of gifts of \$4,700. An additional \$15,000 had already been promised for future development — specifically for the first step which the directors already had in mind, the addition to the premises of an extension which could serve as both a gymnasium and a dining hall.

In its enthusiasm over the brighter prospects for the future, the Association remembered to acknowledge its gratitude to the teaching staff for their loyal and conscientious co-operation between Mr Wanstall's death and the assumption of control by Mr Speirs and the Board of Directors. Without this co-operation the school, despite the efforts of the organizing committee, would have fallen apart. An immense debt of gratitude is owed to these men and women who, in no small way, helped to assure the survival of the school.

Above all, the faith and loyalty and devotion to Selwyn House shown by Mr Miller Hyde and his fellow Old Boys in 1945 hold a unique place in the school's history, for their bold and decisive action in securing the purchase of the school and giving it effective leadership assured it not only of triumphant survival but also of successful and dramatic development far beyond their original plans. But the guiding spirit was Mr Hyde, whose keen insight, dynamic energy and high administrative ability to meet and plan wisely for the future were all prime features in the shaping of Selwyn House's post-war destiny. To him and to his Old Boy associates we owe an incalculable debt.

Among the decisions taken at that momentous first meeting of the Association was one which adds a seemingly trivial and irrelevant, but pleasingly human, touch to the deliberations, and which strikingly foreshadowed its constant concern with

even the petty details affecting the school. Major Jackson, after his occupation of the top floor during his brief reign as acting headmaster, was allowed to retain the room as his study — and even to go on sleeping there until the end of the summer vacation.

IV

The New Regimen 1945-1951

The school year which opened so optimistically in 1945 proved to be the beginning of a distinctly new phase in the history of Selwyn House School. Changes in the past, with a new headmaster, had been largely internal adjustments; the newcomer had accepted the methods of his predecessor, and to a large extent had retained them with only minor modifications. Any variation in routine was adopted reluctantly and only when it seemed clearly necessary. Inevitably, a headmaster imported from outside brought with him ideas of his own, derived from experience gained elsewhere. Moreover, his authority was no longer absolute. The new Board of Directors also had its own notions of improvement and development, and was eager to enhance the already high repute of the school and, as far as was practicable, to broaden its scope. Already some of the Association members were hinting at the day when it would no longer be necessary to send the boys to other schools to complete their pre-university education, though for the moment this was admitted to be a long-range aspiration. In addition, with the war in Europe over, and the final stages in the Pacific drawing to a close, change was everywhere in the air, and the placid stability of the past was seriously shaken. But the auspices seemed encouraging. Already the enrolment, which in recent years had been slowly dropping, had risen from 125 to 148 boys.

For the older members of the staff, accustomed to the unvarying pattern of the past, it was a somewhat traumatic experience. Under Mr Wanstall they had accepted a system

whose keynote was a general immutability of proven methods, subjects, and the preserving of a regular assessment of progress in main subjects, to replace the informal methods of the what, to the old stagers, seemed a precipitate haste. While the traditional aim of a thorough grounding in the key subjects remained the salient feature of the curriculum, ancillary activities were introduced to relieve the steady grind of the classroom.

For the first time in years, the daily time-table was revised. For the boys, perhaps, it was not a particularly memorable step, since for them the end-result was the same, but it was for the staff. For years the daily round had remained virtually unchanged, and a newcomer to the staff had been expected to fill the programme left vacant by the person replaced. In a simple preparatory school regime, with schoolmasters of the old-fashioned adaptability, it had proved a convenient and satisfactory working plan. The new concept, the adaptation of the schedule to the special qualifications of the staff, rather than the moulding of the staff to the time-table, presented the first cautious step towards the specialist teachers who are now the accepted fashion.

It was not at first an abrupt transformation; it was not even a clearly marked trend. The school was not financially able to recruit a staff of specialists nor to afford a different person for each subject. While each teacher was assumed to have a major field of interest, everyone was also assumed to possess the ability to cope with unexpected subsidiary assignments, and the staff showed a surprising versatility in this respect. Perhaps such curious experiments as making junior school art a branch of the science department were exceptional, but in general the staff proved both willing and capable in meeting the peculiar mixture of subjects assigned to them.

For the boys, the change was more conspicuous for its lengthening of the school day, since it was no longer necessary to clear the premises as promptly as in the past. Equally memorable was the introduction of official weekly tests in all subjects, and the preserving of a regular assessment of progress in main subjects, to replace the informal methods of the past. The change brought conflicting views concerning its merits; the test of time suggested to the staff that it occupied too much of the available class time, and that formal tests

should be arranged at less frequent intervals. But it was a very long time before this view ultimately prevailed; at the outset the scheme met with a general approval, particularly among parents. Some, indeed, felt that one unfortunate consequence was a distorted sense of values, leading boys to be more concerned with the numerical assessment rather than the true extent of their achievement, but such protesters were a minority. Time has done much to modify the marking plans in the school to eliminate such objections.

The most striking novelty in the new programme was the introduction of assemblies.

Assemblies have always been a controversial feature of school life, and much depends upon how they are conducted. To the unimaginative realist they are a disruption of routine and a time-consuming formality which it is hard to justify, and it is true that they can degenerate into a tedious and even meaningless ritual. The opposing view insists that they are a valuable asset, impressing upon classes which otherwise rarely if ever encounter one another a sense of the corporate entity of the school. To this the new headmaster added the conviction that assemblies have not only a spiritual significance, but may also be turned to broader educational ends, by bringing the boys into contact with representatives of the outside world and teaching them something of what lies beyond the class-room.

When they were introduced, assemblies were held weekly. The first thing on Monday morning, the whole school repaired to Kildonan Hall, and the headmaster arranged for a guest speaker — someone prominent in public life or noted for special achievement — to address the school. Obviously it was impossible to maintain a consistent level of eminence among the speakers, but they were all men with something of interest to talk about, even though occasionally they succumbed to the temptation to preach.

Even the senior boys found themselves engulfed in the wave of new ideas. Hitherto, while they had been somewhat awesome creatures in the eyes of the juniors, their influence had derived merely from their greater size and maturity. Now they received special status. The members of the senior form acquired limited authority and duties as prefects, which not only assisted the staff, but fostered among the boys a sense

of responsibility and public service. The lapel pins which hitherto had distinguished the sixth form were replaced by the more honorific prefect's button, to which, some years later, was added a special prefect's tie. The merits of the prefectorial system were, when it was first established, questioned by some sceptics, and from time to time isolated instances to misuse of power seemed to warrant such misgivings, but time has proved the usefulness of the arrangement, and in the more democratic days to which we have come something of the sort, if not by that name, is an integral part of all schools.

At the same time, some of the senior boys found themselves appointed as the editorial staff of the magazine. In the past, some boys had held such titular positions, but now their part in the production was considerably greater. Major Jackson, until then in control, now concentrated upon news of former students. Mr Speirs, perhaps wisely, retained the ultimate supervision of the contents in his own hands, and endeavoured to make the magazine a more complete record of passing events, but the boys could feel that the magazine was, to a large extent, their handiwork.

The senior class also found itself the backbone of a new body, the Selwyn Oratorical Society. Mr Speirs, himself a man of impressive rhetorical skill, considered the ability to express oneself fluently and cogently before an audience an essential ingredient in a full education — a view shared by the chairman of the Board, who instituted an annual prize for public speaking — and the headmaster himself presided at the regular meetings of the Society.

Nor were the smaller boys overlooked in the innovations, though it may be doubted whether they felt much enthusiasm for the idea of hauling miscreants back to school on Saturday mornings, to spend their time in detention classes and in wistfully watching, from the windows of their prison, their more fortunate comrades at practice on the rink outside.

One of the most conspicuous and durable of the new ideas which came with Mr Speirs was the annual entertainment. There had been, in the past, sporadic attempts at something of the kind, but not precisely upon the plan which began at Christmas 1945 and settled into a traditional pattern. Dramatic performances and choral work, which in the past

had demanded separate evenings, were blended into a programme which had the virtue of enabling a much larger number of boys to take part. Rather than attempting one long play with a limited cast, the performers, drawn from all parts of the school, offered a series of shorter items, with carols from the several choirs between them. It was unfortunate that the grippe rampant in the city laid low a considerable number of performers; the junior school's excerpt from *A Christmas Carol* had to be abandoned entirely, and two French playlets were saved only by last-minute substitutions. The choir was reduced alarmingly. However, the evening was, despite the difficulties, the successful forerunner of many more.

It is from about this time that we can date the most familiar of the thousands of impressive words which Mr Speirs wrote during his term as headmaster. The school hymn has become as inseparable a feature of prizegivings as the national anthem. Inspired by the school's motto *Veritas*, and set to the stirring hymn tune *St Denio*, it has been sung with spirit and deep feeling by thousands since it was first composed:—

O God of all being, Who rulest in might,
All loving, all-knowing, great Father of light;
For mercies unceasing to Thee would we raise
From hearts full of gladness hosannas of praise.

We bless Thee for beauty of earth and of sky,
For insight and wisdom bestowed from on high,
For portals to knowledge and pathways to truth,
For all that uplifts and ennobles our youth.

Inspire us, O Father, Thou God of all grace,
To fight a good fight and to run a straight race,
To raise high the banner of Truth in our soul,
And reach in Thy service life's worthiest goal.

The Board of Directors, too, introduced changes of significance.

Under the first three headmasters, such necessities as account-books were their private concern, and all paper-work which could be dispensed with was avoided. Permanent records were non-existent; all that Mr Wanstall had left was an address-book. Selwyn House Association felt that a more business-like procedure was desirable. At the first meeting of

the Directors this absence of records was discussed, and the order was given for the introduction of application forms and health records as a first step towards remedying the deficiency. Through Mrs Howis' valiant efforts, the school office came into being. Not only did she maintain impeccable and meticulous accounts of the finances, but she laid the foundation for a comprehensive system of records in which virtually every detail of desired information could readily be found.

This in itself would have been achievement enough, but it represented a small part of her function in the school. The headmaster relied to a considerable extent upon her knowledge of the school and upon her judgement; and, no matter how busy she was, Mrs Howis was always accessible to boys who brought their woes and petty problems to her. She was even to be found, when she was working late after everyone else had departed, laying aside her work to assist the superintendent's son with his homework from time to time. Indeed, this unofficial consultative role of the office became a notable and unusual feature of the school, of which even the staff did not hesitate to avail itself. Even the chairman of the Board was fully aware and appreciative of the often inspired shrewdness of her advice and suggestions.

Nor did her duties end there. Parents of the younger boys turned to her with their difficulties. The office telephone was rarely silent, which accounted for her remaining in the office long after every other member of the staff had gone home. When the Board decided to continue providing lunches for the many boys who wished to stay, Mrs Howis supervised the arrangements and the menus, and helped with the tiresome business of ration allowances; she helped to decide upon the variety and quality of food to be served. When lunches proved more popular than had been foreseen, Mrs Howis on occasion abandoned her desk to assist George in preparing and serving the meals.

This additional demand for lunches was soon so great that extra staff was needed in the kitchen, and the ground-floor class-room in which lunch was served proved totally inadequate.

This served to stress the problem of space. Early in the school year some physical alterations had been considered necessary, but by January 1946 it was clear that something

more than improvised adaptation was inevitable. The Board turned to its plan for erecting the extension which, though always referred to as the "gym", could serve also as an assembly hall and even as a dining-room. Messrs T. H. P. Molson and C. H. Peters were delegated to investigate the feasibility of the plan. The outcome was an extensive design for rearranging the interior of the building, with the gymnasium to follow as soon as sufficient funds became available. Generous donations from parents, and notably from Messrs J. W. McConnell, T. H. P. Molson, Wesley Mason and Jules Timmins, had already raised the bulk of the needed capital by the following August, and Mr Fred Rutley, a director of the Foundation Company, devoted a great deal of his time and experience to overseeing the project.

Mr Speirs' first year ended, not with an innovation, but a reversion to former practice. Mr Wanstall's policy had been to keep parental functions to a minimum, and he had fused the academic prizegiving with the Sports Day ceremonies. Now the two were once more divorced. At the track meet in June the sports awards were presented, as usual, but the others were held back. A special prizegiving, modelled on the traditional "Speech Day" of British schools, was held in the Kildonan Hall on November 1. Not only has the original distinction, thus restored, remained ever since; it was not long before, of the two, the academic prizegiving acquired the greater importance in the school calendar.

The World War had, at last, reached its end, just before the school closing. To measure the part played by Old Boys of Selwyn House is impossible; even at the time the school had been unable to keep track of all who served in the armed forces. The list was long. Many had attained to high rank, and many had been decorated for their actions; the Roll of Honour had grown over the years. Strangely, no honours board ever recorded the names of the fallen, but the list is solemnly read to the assembled school each Remembrance Day.

By September 1946, when the school should have reopened but did not because a poliomyelitis epidemic delayed the start of the term, the Board of Directors agreed that the improvements to the building were most satisfactory. Major Jackson no longer resided on the top floor, where the study and wash-rooms had been converted to classrooms. The staff

common-room had been moved from the ground floor to what had been Mr Wanstall's bedroom, conveniently (or inconveniently, according to which side of the communicating door one lived) adjoining the headmaster's study. With the former dining-room doing double duty as a class-room, it was possible (though this did not last long) to accommodate the junior school entirely on the first floor.

The extension behind the building took longer than had been anticipated. As the school discovered then and on later occasions, Redpath Street lies over a solid rock outcrop from the Mountain, and excavating it is arduous and costly. This unforeseen expense, and the need for roofing repairs (a persistent feature of the school's history, even down to the present day) and trouble with the heating system, delayed the work for a time. In addition, the need for adequate fire-escapes had to be faced. The chute did not at first disappear, but its inadequacy was relieved by a more substantial metal stairway on the south side of the building. It was the first of several which, in the course of time, were added and which eventually allowed minor wits to contend that Selwyn House remained standing only because of the profusion of metal-work supporting it.

In time, however, the extension was completed. As large a hall as the available space permitted opened from the rear of the main building, and a deed of tolerance from the owners of the adjoining Chelsea Place permitted windows large enough for ample lighting during the day. Below the gymnasium spacious locker-rooms relieved the congestion which had become desperate. Into the wall of the new wing was buried a cache of mementoes, in the conventional manner of notable structures, but posterity did not, as it proved, benefit from this thoughtful gesture. When, a quarter of a century later, the building was razed, the demolition was carried out so swiftly that the container vanished with the rubble before it could be retrieved.

At the first assembly of the year in September 1947 Mr Miller Hyde formally inaugurated the new hall. Its immense value to the school was immediately apparent.

Assemblies no longer entailed a straggling procession down the street, and it became a daily routine for the school to meet as a body in the gymnasium to start its day. Special speakers

still graced assemblies from time to time, but not, as hitherto, as a regular weekly feature. Rather, the headmaster kept a watchful eye for celebrities visiting the city, and if possible lured them to the school. In this direction Mr Speirs showed a remarkable persuasiveness. There was always an element of surprise over these "special assemblies", which came with little prior warning. Usually the first intimation the boys received came with the rounding up of a squad to set up benches in the gymnasium, for it became a quaint local custom for the boys, who normally sat tailor-wise on the floor during the assembly, to be seated more comfortably to entertain visitors. As the school filed in, the array of benches excited curious speculation as to what new topic was to confront it. Even the staff, given a little more warning on the common-room bulletin-board, in later years sometimes indulged in the reflection that "another missionary ship has come in." Over the years which followed, a most impressive array of distinguished persons addressed the boys, and not only provided a welcome respite from normal work, but often added to their knowledge of the world. A random sample includes such varied personalities as the Duke of Buccleugh and Earl Haig; the then Rhodesian prime minister and the Pakistani ambassador; Lord Lovatt, with his stirring tales of commando adventures in the war; Sir Robert Watson-Watt, the inventor of radar; Peter Fleming, the author and explorer; and Jesse Owens, the renowned Olympic athlete.

To make the most effective use of the gymnasium called for careful planning. Regular gymnastic classes could now be arranged, though expediency confined them to the early part of the morning, to allow time for tables to be set up for lunch. Singing classes found more room to perform without disturbing other groups. Scouts and cubs had somewhere to meet indoors. Above all, indoor games became possible. Inclement weather still brought the old alternatives of "prep periods" and Mr Phillips' "voluntary" art classes, but basketball of a kind could be played. Floor space was too restricted for the regulation game, but local rules circumvented that handicap. (Newcomers assigned to officiate at such games were at first mystified by the inevitable query from the players: "Please, sir, whose rules do we use? Mr Phillips's or Mr Perkins's?")

Even in so short a time, changes had come in the Board of

Directors; several new members had been elected. Mr Porteous had retired, and Mr Theodore Meighen assumed the duties of secretary. A serious operation obliged Mr Miller Hyde to take the position of honorary chairman, leaving the active chairmanship to Mr Peter Gillespie.

Mr Gillespie, as an Old Boy (1916-1921), had a clear-cut conception of Selwyn House's preparatory school role which influenced all his key decisions. The school must automatically do a better academic job than any other kindred institution, so that students could advance to any other school and be sure of being further ahead than pupils there. He much preferred the personal touch to a multiplicity of committees or formal meetings. Indeed, he felt that if it were not necessary to hold a meeting, it was necessary not to hold one. But he was always readily available when the need arose, and no one was readier than he to meet even unpleasant situations head-on. He had an uncanny knack of corraling other members of the Board into individual service for which they were eminently suited but not always as enthusiastic as he was.

The bulk of the staff remained. Major Jackson continued to diversify his Latin classes with martial reminiscence. To his normal duties he added those of assistant headmaster. While he did not entirely welcome the changed conditions, he proved a valuable helper to the new headmaster, supplying valuable information about former students whose sons were entering the school and offering, when asked, helpful suggestions on routine matters. Mr Howis continued to move amidst his retinue of laughing children whenever he ventured outside. Miss Snead remained the dominant influence in the junior school, with Mrs Markland nobly reinforcing her efforts. Mr Phillips, who in 1945 had accepted a post in Ontario, discovered within a year that the fresh fields were not greener after all, and had returned to his former position. Mr Anderson, on the other hand, left in 1946, since the Board did not see its way to accepting his proposal that he should concentrate upon part-time work in the senior form, to allow him leisure for his literary pursuits.

But the staff had grown. In 1945 Mme Ann Gyger and Mr Lester Perkins joined it; in the following year Mr John Harrison and Mrs Dorothy Tester came; in 1947 Mr Harold Mayer was added. Each of them brought something fresh to the

common-room, without disrupting the close family spirit which prevailed there; they added, consciously or unconsciously, to the gaiety of the school. Mme Gyger, a Parisian of Parisians, possessed a quiet dignity and charm, and a refreshing sense of humour, which even the older boys found themselves respecting. Mr Harrison was essentially a scholarly young man, with a love for abstruse reading.

Mrs Tester, on the other hand, was unlike anything the school had so far known. In spite of her years, she evinced a perennial youth that constantly amused her colleagues and which enabled her to cope most successfully with the smallest boys. Her approach to her work, which at times alarmed and even horrified Miss Snead, was entirely her own. Her solemn exhortation to the delinquents she found it necessary to discipline remains unparalleled in the history of the school: "Now bend over, please, darling."

Mr Perkins ranked high among the "characters" which Selwyn House has known in such profusion. Always impeccably dressed, especially in his white gym uniform, he moved with a stately dignity which one of his colleagues once compared to a windjammer in full sail. His slow and sometimes pompous diction, and his highly individualistic views upon some aspects of English pronunciation, afforded the common-room, and even his classes, a continuing source of amusement. His dictum that "in English, every syllable should be fully stressed, as in the word 'sur-ge-on'" lingered long in the minds of those who heard it, and he achieved astonishing results with place-names like Connecticut and Kirkudbright. To the staff vocabulary he added the word 'legarthic' — an indolent feeling due to a lack of 'stamia'. Yet despite his idiosyncrasies, he was a competent teacher. Under his guidance, gymnastics became a polished exercise; and in spite of difficult working conditions and his lack of previous experience the scouts and cubs maintained an active and diversified programme.

Mr Harold Mayer complemented him. Distinguished in appearance — "with the air of a tired saint", as Mr Harrison put it — he had spent some time at a theological seminary before disillusionment overtook him, and he had learnt his teaching at Downside School in England. His resonant voice made it impossible to ignore his presence, and he disguised

the devastating consequences of absentmindedness by amusingly dramatizing his petty misadventures. His love of literature was simple but genuine, and the boys appreciated his enthusiasm for it.

His forte was dramatics, and the talent was exploited to the full. Mr Howis was ready to relinquish his part as producer, which he had played with marked success for the previous two years, though Mme Gyger continued to drill the players in the French *saynète* and Mr Phillips prepared the choral interludes to complete the programme. Performances were increased, a second evening being set for Easter. The lack of a suitable stage precluded the use of the gymnasium, and the entertainments took place at the Kildonan Hall. Mr Mayer's first offering was an original play of his own, set in the class-rooms of a school and running into three acts, but thereafter he reverted to the previous plan of one-act plays.

A major project which had been under consideration was that of a fitting memorial to Mr Wanstall, and it was decided that a greatly enlarged library, such as the letters-patent of the Association specifically mentioned, would be most fitting. The limitations of the tiny collection of books which Mr Howis controlled were obvious, but as a nucleus around which to build it was useful. A committee of parents, composed of Mesdames Winthrop Brainerd, Ross Sims, W. D. McLennan, Philip Mackenzie, Arthur B. Purvis and J. Lineaweaver, together with Mr Archie Baillie, discussed the proposal with the chairman and the headmaster, and undertook to approach friends and Old Boys with the hope of raising at least \$5,000. In a few months this amount was surpassed, and the library could be established.

A room on the second floor was redecorated and suitably furnished. To the handful of books already possessed were added those presented by well-wishers, as well as those specially purchased. The staff, and particularly Mr Harrison, prepared lists of desirable acquisitions which, after the normal delay in arriving from the publishers, were placed on display. The books were accessioned and catalogued by Mrs Dorothy Warren and Miss Brown, with valuable assistance from Miss Betty Doyle and Miss Grace Crooks, both experts on children's reading. On 10 March 1949 an "at home" was held in the study and the library, with the library committee as

hosts, to permit contributors to inspect what had been accomplished. Not all the books were there, but approximately twelve hundred provided the modest start from which the present library has grown.

By far the most valuable acquisition was Mrs Warren herself, who assumed the duties of librarian. To quote the tribute paid to her ten years later in the magazine:-

Mrs Warren brought to her new task not only a wealth of library experience, but also an intense love and profound knowledge of good literature, a sympathetic understanding of the various phases through which the youthful readers pass, and a rare ability to interest students not particularly attracted by books. Not only so, but she herself displayed such an enthusiasm for the interests of the boys, that what might have remained only a fleeting fad was transformed into a worthwhile project, with exhibits of various examples which led to endless research by both the librarian herself and her insatiably curious fellow-enthusiasts. Never at a loss, she would comb the shelves of bookstores and other libraries, write to information centres, consulates or embassies, for data required for class projects, essays and other juvenile researches. The boys came to take it as a matter of course that Mrs Warren would have all the answers ready for them.

This was not, of course, immediately apparent, but in a remarkably short time Mrs Warren had firmly established herself in the affection of the boys, and beyond doubt the calibre of much of their work was most strikingly improved.

Concerns of a less impressive magnitude also kept the Board of Directors busy. Mrs McKim and Mrs Newcomb, for example, turned to a theme which in the past had been a recurrent one, that of school uniform. Granted the need for a distinctive costume (and Selwyn House, in common with other independent schools, had always, once it was securely established, accepted the postulate that it lends a cachet which less formal and more variegated attire cannot, and at the same time contributes to the general esprit de corps), there will always be some who tend to deviate from official standards. (There will also always be others who do not clearly grasp the underlying object of the costume — as in the case of the young offenders who once pathetically sought to justify their

discarding of it with the excuse, "Mr Speirs says that we should not wear school dress when we want to do something wrong." But that is another question.) Time had brought changes, naturally enough; the straw "boaters" of earlier days, for instance, had passed into oblivion. But minor discrepancies had encroached; even the designs of the blazers were not universally the same. Formal clothing regulations were framed, and for the first time specifically set forth on printed slips; the irregularities were eliminated, and blazers were standardized. From that time it has been a minor task of the Board to adapt these clothing regulations to suit changing modes and tastes.

Building maintenance was yet another continuing preoccupation of the Board. Petty repairs and repainting were constantly needed about the premises, and with the limited budget available even the comparatively small expense involved in repainting the fencing had to be carefully discussed. The provision of playing fields, too, proved a perpetual problem. Cricket had returned to the upper Molson Field; other pitches, of a dubious quality and on a precarious tenure, were available on the Mountain. But these were inadequate for a satisfactory games programme, and to secure the use of regulation football fields at Westmount needed prolonged negotiations. And, on what seems in retrospect a more amusing note, though at the time it was serious enough, perhaps more attention than it really warranted was taken up by the question of the back gate.

The gate in the fence at the rear of the school property opened on the service lane behind Chelsea Place and, in conjunction with Summerhill Terrace and Avenue, offered a convenient short cut into Cote des Neiges with its street-car route. The dispute was inherited from the Wanstall days, when the offer of a small patch of land owned by the school had proved insufficient to induce the owners of Chelsea Place to sanction a right of way through their lane. The alternative devised by the boys, in spite of official veto from the school, was to use Redpath Row and the other end of Chelsea Lane, to the annoyance of the residents. The subject recurred at Board meetings for several years. Eventually the owners of the lane (who were not, after all, unreasonable in their opposition to the school, as their co-operation over the gymnasium windows

had shown) conceded a deed of tolerance for the use of the lane by the boys.

By that time the traffic regulations had changed. With no left turn at Cote des Neiges and Sherbrooke, Simpson Street had become a very busy thoroughfare. Having gained the right to use the back gate, the Board had to order it locked from the inside to safeguard the boys from the heavy traffic.

After the opening of the library, the Board's ambition turned to yet another extension. In a dawning technological age, Selwyn House was lagging sadly in the scientific education it offered. Science in the past probably belonged to the limbo of Wanstallian *fal-de-lals*; at any rate it had found no place in the curriculum. With the recognition of a deficiency which would in time have to be remedied, in 1945 a curious course in physics had been arranged, with Mr Gillson reluctantly agreeing to teach it. Without apparatus of any kind it was obviously a temporary expedient, and as soon as finances permitted it the Board turned to the provision of facilities for a more satisfactory course in science.

Selwyn House had always been traditionally devoted to the Arts, and the first skirmish with the Modern side proved quite an adventure. The headmaster's warning that the school week would have to be lengthened by a couple of hours, whatever the staff accustomed to the lighter load may have felt, did not seem to the Board particularly important; after all, the working day was not really excessive. The problem lay in ways and means.

In the first flush of enthusiasm, suggestions were advanced and considered for an additional wing, to contain not only a laboratory but a separate dining-hall and space for manual training. Mr Wesley Mason, newly appointed to the Board, offered to defray a tenth of the cost. Alluring as the idea was, it had to be rejected. In view of the amount already raised for construction in the past four years, a further campaign for funds would have been injudicious, and perhaps unsuccessful. A simple laboratory, built over the passage leading to the gymnasium, and costing a mere \$3,000, seemed more practical.

By the time it was done, \$3,000 proved considerably too little. After the city had insisted upon modifications of the original plan, increased insurance had been met, and initial

apparatus had been procured, the outlay was more than doubled. With all this, the opening of the new facility was delayed. For over a term the boys were intrigued by the gaping hole, covered by a tarpaulin, in the wall of the first landing on the stairs. But eventually, in the Easter term of 1950, practical science classes really began.

In contrast with the present science department, that first laboratory now seems a curiosity (as in some ways it was), but the boys who made their first acquaintance with chemistry and physics in it found it fascinating in a way that its successors never achieved. The space was restricted, but the designers utilized it cleverly. In several respects they betrayed a limited knowledge of both scientific requirements and boyish nature, which added to the charm of the new course. Frosted glass in the windows on the south dispersed direct sunlight, but economy left it clear on the north and so provided an unrivalled grandstand overlooking the girls' playground at Trafalgar School. Ample cupboards were unfortunately built with the yard rather than the metre as a basis. Elegant sinks with hemispherical bottoms could, with a full head of water from the elegant chromium-plated faucets, produce spectacular fountains to inundate the whole class. And the asbestos surface of the large central bench, while doubtless achieving its intended purpose of reducing the fire hazard, yielded intriguing results when surreptitiously treated with acid. But time and discipline overcame these peculiarities, and science took its serious place as the equal of more traditional subjects.

While all this was afoot, changes continued in the workaday life of the school. In 1949 Major Jackson decided that it was time for him to retire. He did not long enjoy his retirement, for he died two years later. A final tribute to him, by Professor W. D. Woodhead of McGill University, appeared in *The Star*: —

He represented a type of scholarship not so commonly encountered on this continent, for he was brought up in the practice of writing Latin verse, and unlike most students he kept up this addiction to the end of his life. . . . Those who knew him well would agree that the word 'gentle' best described him. His voice was soft and musical, his manner charming, and he endured with patience and fortitude the restraint and inactivity imposed upon him by a serious heart ailment. His boyish

enthusiasm, his gentle kindness, his manly integrity, will long be remembered.

The position of assistant headmaster was left vacant, but to replace him Mr Howis was appointed to the position of Senior Master.

Mr John Harrison also left, to continue advanced studies at Cambridge University.

The vacancies were filled by Mr. L. M. R. Picard and Mr E. C. Moodey. The former, who had been an education officer in the R. C. N., came as a French teacher, but he remained only a year before being recalled to the Navy. The latter, who had been a technical officer with the R.A.F. at Dorval during the War, was engaged to introduce the new science course. His earliest distinction was that he alone of the staff was engaged by Mr Speirs on the strength of his written application, without a preliminary interview; he had even ordered the apparatus for the laboratory by mail from Northampton, England, where he had been teaching. A further distinction lay in the quaint fact that no one ever addressed him, as they did other members of the staff, by his first name. From the outset he was known as "Moo".

By the autumn of 1950 the difficulty over soccer fields was eased, for the M.A.A.A. were turned over to the Westmount City Council, and the school was able to rent them. Transportation was not, at first, the elaborate system that it later became. There was a fairly orderly scramble on to the streetcars at Guy Street, with each boy paying his own fare, and the more parsimonious walking and braving reprisals for tardiness. The prefects solved the problem in their own way by overloading the taxis from the stand at the corner of Simpson Street.

In 1950, for the last time, the academic prizegiving was held in November. The arrangement had disadvantages, not the least being that the prizewinners were dispersed and not all able to attend. As a result, this became the only school year to include two prizegivings, since the next came at the end of the summer term. At this June prizegiving, when Sir William Hildred, the Director-General of the International Air Transport Association, as guest of honour presented the Head Prefect's Cup to his son Anthony, the occasion was notable for the presence on the platform of Miss Snead, to

whom a presentation was made to mark her official farewell to the school. The speech with which she accepted it was later described by one of the platform guests as "an epic presentation of a dedicated career in a nutshell".

Miss Snead had started the school year, but she had been taken sick over the Thanksgiving week-end and had found it impossible to resume her teaching. After thirty years with the school, thirteen of them as head of the junior school, she had been obliged to retire. Eventually she settled in Hastings, England, from where she maintained a regular correspondence with Selwyn House.

Her departure deprived the school of a valuable asset, and scores of Old Boys, when passing years allowed them to remember her with more mature discernment, acknowledged their debt to her firm but effective instruction. Her brusque manner and forthrightness gave rise to countless anecdotes about her skirmishes with her colleagues, which were repeated affectionately long after she had left the school.

Just before her departure, for instance, Mr Perkins somewhat rashly attempted to turn a graceful compliment upon her conscientious devotion to duty. As he pathetically explained afterwards, what he wanted to tell her was, "Miss Snead, you always remind me of an old fire-horse, ready at an instant to dash off at the sound of the bell, whatever else you may be doing."

Unhappily, in his languid drawl he was unable to get further than "fire-horse". Miss Snead bristled, stared in horror, and then vented her full indignation upon him. When, later, she paused for breath long enough for him to complete his sentence, she graciously accepted his apology, while clearly suspecting that the remainder of the statement had been concocted as a defensive afterthought.

Miss Snead's departure resulted in the appointment of Mrs Markland in her place, and opened the way for more progressive experimental approaches to junior education, sometimes (though by no means always) as successful as the old ways, but at least with a slightly more relaxed attitude in the lower forms.

Innovations continued. In March 1950 a special parents' evening was arranged, at which parents might discuss their sons' progress with individual members of the staff — an

arrangement which has continued uninterruptedly ever since, though the procedure has been improved upon from time to time. In the early meetings, the teaching staff held court in their home rooms, with parents queuing up to confront them; the boys' test-books were displayed for inspection as visible proof of achievement — arrangements excellent in theory, though in practice they brought unforeseen side-effects. While most conversations were confidential, they were not always proof against unblushing eavesdropping of curious outsiders. Waiting parents were able to inspect the books of rivals, seeking to find consolation for their sons' shortcomings in the even worse work of their friends; and lapses in diligent correction did not escape the notice of over-conscientious members of the Board. In general, the closer rapport between home and school proved a welcome step forward, though it must be admitted that early parent's meetings, before the staff had learnt to deal skilfully with the barrage of questions, provided a constant source of incident to be chuckled over in the common-room.

One such misunderstanding occurred early on, long before it had become the custom to wear identification tags. The mother of one very bright but unassertive boy, who regularly headed his class, was unaware that he had a less fortunate namesake, who spent his leisure in a fantasy world of his own. The teacher whom she approached, not knowing her, with some justification supposed that her misgivings concerned the second boy. With perhaps excessive picturesqueness of speech, the teacher assured her, "He has greatly improved since he stopped being a freight train and became an air liner." The horrified mother recoiled and hastily retreated, not even pausing to warn her friends of the harmless lunatic on the staff.

During the summer of 1950 the possibility of a stage in the gymnasium occupied the Board. Not only would such a device reduce the expense of renting outside halls, but it would serve the desirable end of keeping important functions inside the school. A permanent installation was impossible, since the floor space was needed at other times for games and gym classes. Considerable thought was given to evolving a suitable contrivance. The matter was not settled in time for that year's dramatics, which were transferred to the Repertory Theatre

in Guy Street, but by the start of the new year it was done. An ingenious array of portable struts and sectional boards, with a sturdy framework for curtains, was devised so that it could be erected and dismantled with reasonable speed. Mr. Wesley Mason again came forward to provide a mammoth curtain to separate the stage end of the gymnasium from the body of the hall. A new and distinctive phase of school entertainments was ushered in.

And at long last the desired steel lockers were procured and set up in the basement, displacing the wall-pegs and wooden boot-lockers that had served so long. The change did much for the security of sports equipment and clothing, and something for the general tidiness. The cementing of the floor, and the provision of a new drain, also had its effect. It brought to an end the naval warfare which had been so popular after flooding from rainstorms and thaws had brought out their fleets of paper boats.

A theme which had seriously occupied the Board at this time was raised by several of the more advanced parents, who mooted the possibility of adding to the curriculum a course in sex education. The day had not yet arrived, as it had in the permissive sixties, when the child probably knew more of the subject than most parents; the topic had just become one which the more progressive educationists considered advisable, and schools were making tentative efforts in that direction. Other schools were consulted as to their policy, but in the end it was decided that there was no one at Selwyn House competent to undertake such a course without risk of undesirable repercussions. Shrewdly, the Board resolved to advise interested parents of the books available from which they could themselves conduct the course at home. Copies were placed in the headmaster's study, and one or two parents consulted them on the spot, but none ever borrowed any of them.

A more urgent concern was the grade to which the school should carry its courses. Some parents advocated the possibility of adding a seventh form at the top of the school; already there were a few who peered into the future and foresaw Selwyn House offering a complete pre-college education. Tempting as the idea was, the more practical members of the Board felt it to be beyond the physical and financial resources

of the school. Moreover, until the original members of form D reached the seventh form, the school would still be a grade short of matriculation level, and an eighth form was definitely out of the questions.

Indeed, the actual position was tending in the reverse direction. A large number of boys left each year after the third form, to proceed to other schools, and the then fourth form was small enough to threaten the existence of a fifth form in the following year. The elimination of both the fifth and sixth forms was seriously contemplated, to make the school completely preparatory, but no immediate decision was taken. The permanent dissolution of the sixth form was deferred until 1953, at which time it could be decided whether a fifth form could profitably be retained.

In the meantime, the staff enjoyed a halcyon period during which the two highest forms were small enough to be almost tutorial groups, in which a singularly high standard of academic attainment was therefore possible.

V

Development Under the Board

The decade which followed was one of steady growth, not only in the actual enrolment, but in the activities of the school. Though at first no one foresaw it, it was also a preparation for the change in status from preparatory school to high school. The pattern of expansion continued at an even greater pace than before, and in it may be discerned two streams of events, running side by side, sometimes meeting, but more usually distinct: the unremitting efforts of the Board of Governors to ensure that their policy and the premises were adequate for the needs of the school; and the evolution within the school, which sometimes dictated the Board's course of action and sometimes adapted itself to it. The picture is clearer if these two are considered separately.

In October 1951 Mr Miller Hyde (who in the previous year had been appointed to the Court of King's Bench and became, to everyone, Mr Justice Hyde) resumed the chairmanship of the Board. It was at that point that its title was changed to the Board of Governors, as more dignified and more in keeping with its functions, and less like a soulless business concern, than the previous style of Board of Directors.

The first innovation of that year was designed to solve the problem of an adequate games programme. It had always been difficult to afford the younger boys, not yet qualified for school teams and other senior activities, some means of participating and feeling that they also belong to the school. Increasing numbers inevitably led to more boys whose games had no particular inspiration beyond exercise. In soccer and

hockey the old plan of "sixes" and "fives" had been maintained, but with 195 boys the arrangement showed its limitations. Not only had the number of groups become unwieldy, but even the underlying balance was difficult and the nature of the games was a poor substitute for the real thing. The Board therefore agreed to the headmaster's suggestion that a "house" system should be introduced. The English style of intra-mural competition was borrowed and adapted to the school's special needs.

The school was divided into roughly equal groups, termed "houses" after the manner of boarding schools, where the members actually do live in the same house. These groups were to provide teams for a championship among themselves, covering not merely the recognized games, but every form of extra-curricular activity and even class-work, so that even the least of boys could, to some degree, contribute to the success of his house. The four houses were to be named after the four headmasters the school had known, and members of the staff were assigned the supervisory positions of housemasters.

The broad concept which the Board approved was not quite equalled by the suggestions for its detailed implementation which came from the school. The first list of possible sources of points was comprehensive, but in its attempts to involve all phases of school life it proved unrealistic. A couple of detentions could have counterbalanced a season's work in earning colours on a school team; by arriving late twice a boy could nullify his achievement for a month as a table monitor; several week's effort as a prefect gained no greater reward than a place in a choir; an untidy desk during a headmaster's surprise inspection could offset weeks of rehearsal for a play — and so on. It was left to Mr Moodey, who had indiscreetly admitted to previous experience in organizing house competitions, and who was supposed to be the tame statistician of the staff, to devise a means of minimizing the anomalies.

With competitions for games, and even for work, it was straightforward enough, but the astonishing welter of miscellaneous points led to an arcane computation known as the General Activities competition which, despite published explanations, nobody ever troubled to comprehend. It was enough to find one's name embedded in one of the lengthy weekly lists of points, and to assume its effect with a simple

faith in the recorder's integrity. In the outcome, Selwyn House acquired one of the most intricate competitions to be found in any school, and, through the enthusiastic generosity of members for the Board, parents and Old Boys, an imposing array of trophies for which to compete.

The boys entered energetically into the spirit of the competition, and house matches, at three different age levels, were keenly contested. House rivalry was intense. Results announced at assembly were vociferously received, and house meetings dealt unrelentingly with those not pulling their weight. Over the next ten years, the highly competitive spirit and the urge to achievement amply justified the institution of the house system.

The work on the building for this year was not of a kind to impress the outsider, but it was nevertheless costly. Additional lockers, heating for the junior locker-room, and the enlargement of the kitchen and superintendent's quarters, combined to harass the treasurer; hiring additional ice at Verdun added to operating expenses. The Board was again forced to review ways and means, and debated earnestly the feasibility of establishing a capital fund through parental donations. At this stage the scheme was rejected in favour of increased fees. In the course of the discussion, attention turned again to a matter which periodically exercised the Board — that of staff pensions.

Before the formation of the Selwyn House Association, no plan of any kind had existed, and retirement was a grim prospect menacing the teaching staff. Those who could not, like Mr Anstey, continue working until the end had, without independent resources, faced penury in their old age. From its inception the Board of Directors had shown an admirable concern for this possibility. Without being in a position to provide much, it had nevertheless devoted a part of its limited revenue to furnishing small pensions for those who, after long years of faithful and valuable service, had been obliged to give up. Obviously there was a limit to the extent to which such a policy could be pursued, and alternatives had been diligently sought. Now, as an interim measure until a permanent pension plan could be established, the Directors proposed that if members of the staff held suitable insurance policies the Board would contribute half the premium, up to 2½% of

salary — a small but important step towards providing more security for the future. At the same time a group plan for hospital insurance for the staff was adopted.

With the end of the year the contingency which had been foreseen came sooner than the Board had anticipated. The numbers in the sixth form had dwindled to the point at which its continuance was not economically justifiable. At the opening of the new school year in 1952 the boys of form V assumed all the dignity and responsibility of senior students. Enrolment was thereby slightly reduced, to 188 boys, but the setback was temporary and was not repeated in future years.

In the summer of 1952, the city extended McGregor Street to make it a through road. This turned the thoughts of the Board once more to possible enlargement of the school property. Changes in ownership caused by the new thoroughfare suggested the possible acquisition of further ground upon which to build. In particular, since Trafalgar School was materially affected, wishful thinking fostered the hope that Selwyn House might be able to purchase the adjoining patch of the Trafalgar land as the site for a separate dining-hall and workshops, which would allow a fuller use of the gymnasium for its primary purpose. In a spirit of optimism, Mr Fred Rutley was deputed to investigate the practicality of the idea. Six months later he reported. Trafalgar was not interested in sacrificing any of its ground, and in any case the cost of the projected building, even with only one storey, would have been beyond existing means. Nevertheless, the idea was attractive enough for it to be held in readiness for a more opportune moment. The year was not allowed to pass without some visible change, however. The crumbling stone steps at the front entrance were replaced by wooden ones.

December 1953 brought another important step in the evolution of the school, with the formation of the Old Boys' Association. Such a move had been suggested before. As far back as the Macaulay days, J. K. Bogert (1914-1919) had made a serious attempt to establish such an association, but it never came to anything. In June 1935 the school magazine had confidently announced that

Members of the school will doubtless be glad to hear that an Old Boys' Association will shortly become a *fait accompli*.

It added that the inaugural dinner would follow later in the year, and that the unnamed organizers would "have things well in hand" by 1936. In the traditional manner of misguided prognosticators, the magazine maintained a discreet silence a year later, and offered no explanation for the failure of the prediction. The subject was raised again in 1948, when R. D. F. Savage (1916-1920) approached Mr J. G. LeMoine, one of the Directors, to discover the attitude of the Board towards such an organization. It had been suggested that Savage should survey the prospects of forming it, but nothing more had resulted.

Now, Kenneth Matson and Michael Alexandor (both 1944-1952), two of the newer Old Boys, provided the stimulus. The original proposal was nothing so ambitious as an Association; they asked the headmaster if a re-union dinner at the school, which might conceivably become an annual event, could be arranged.

On December 22 some eighty Old Boys assembled for the first such dinner at the school. The idea of forming an Old Boys' Association was actually advanced by Mr Speirs in the course of his speech after the dinner, and Mr Justice Hyde subsequently added the Board's approval. Those present readily welcomed the suggestion, and the committee which had arranged the re-union was then and there authorized to draft a constitution for the Association and to supervise its creation. With Kenneth Matson as president, Michael Alexandor as secretary, Brian Markland (1944-1948) as treasurer, Ross Clarkson (1928-1936) as legal adviser, and Gordon MacDougall (1920-1924) as the Board's representative, the Old Boys' Association embarked upon a career of steadily increasing service to the school.

In the following March came the first distant rumbling of events that were destined in time to change the status of the school. The Tremblay Commission on Education was then sitting in the province, and the Board of Governors, still concerned with acquiring sufficient funds for all that it felt the school needed, was tempted to submit a brief to it. Cautiously, the Governors consulted other independent schools in the city, and discovered a general lack of enthusiasm for a step which might have provided a pretext for governmental intervention in their autonomy. In view of this, the Board ulti-

mately decided to make no move of its own, but to co-operate if other schools changed their outlook. In the end nothing was done. Involvement with the Government of Quebec remained many years in the future.

At the next meeting of the Selwyn House Association, in October 1954, Mr Justice Hyde, while remaining a Governor, stepped down from the chair. To exaggerate the value of his work for the school is impossible. Apart from the magnificent effort in its preservation and development which he had made, Mr Justice Hyde had established a very close relationship between the Chairman of the Board and the headmaster which was the envy of many headmasters in other independent schools. An Old Boy as chairman was able to produce an amazing camaraderie. Even the wildest of Mr Speirs' suggestions was scrupulously considered before being overruled. Mr Hyde had firmly established the principle of unity in diversity as the basis for the operations of Board and school, and this policy was continued by his successors. He was succeeded by Mr Gordon MacDougall, who had joined the Board in 1952.

The general aims of the Board remained unaltered. In particular the ambition of providing a separate dining-hall remained strong. A building committee consisting of the executive committee (Messrs MacDougall, Doheny, Newman and Mills) co-opted Mr Justice Hyde and Mr Stirling Maxwell, and early in 1955 serious planning actively began. The architectural work was entrusted to Mr Frank Nobbs, an Old Boy (1921-1927) whose father had been one of the most distinguished architects in the city, and whose skill had been inherited by his son. Caution at one point suggested being content with only the dining-hall, but since Mr Nobbs argued that it would in the long run be more economical to make other alterations at the same time, and since a campaign for funds would in any case prove necessary, the Board boldly adopted the more ambitious scheme.

An intensive fund-raising drive, started soon after Easter under the energetic and unremitting guidance of Mr Bartlett Morgan (an Old Boy of 1918-1921) met with an impressive response. Work began immediately after the school closing in June, but there was never any possibility of completing it during the summer vacation. In September the daily round of school life resumed as normally as it could amidst the din of

building, with carpenters, electricians, plumbers, masons and other foreigners mingling freely with the boys — and even, from a distance, joining cheerfully in the morning hymn or adding a curious counterpoint to the singing classes.

At the beginning of term, a new class-room beside the gymnasium, and added space in the locker-room, were available. A small room for manual training began its operations at mid-term. By November a separate common-room for the lady teachers, adjoining that formerly shared with the men, was ready for occupation. Where the old and somewhat unsightly garage had stood alongside the main building, the dining-hall rapidly took shape. A new and more commodious apartment for the superintendent, beneath it, was ready by the end of the year. The dining-hall with its adjoining kitchen was completed in time for the first assembly of the Easter term in 1956, and a semi-formal tea-party on February 15 permitted those who had contributed to the cost to inspect the improvements which had been made.

The hall fully deserved inspection and admiration. Previous improvements had been largely a refurbishing of the faded and outmoded charm of a stately residence, not entirely suited to its new vocation. This time Mr Nobbs had been able to escape the purely utilitarian limitations which had dictated the gaunt style of the gymnasium, and had given full rein to his creative ability. In marked contrast to the previous extension, the new hall was elegantly designed and exquisitely finished with oak panelling. The walls were lined with sturdy book-shelves, to which the Wanstall Memorial Library had been transferred, and the librarian had a small office of her own just outside the entrance doors. The new kitchen, far more spacious than the old, opened directly from the side of the hall to render service simpler than in the past. New refectory tables, to blend with the general setting, had been presented by the Old Boys' Association. One indirect result of the new installation was that the office, in which Mrs Howis and her assistant had been obliged to work in a space some eight feet square, was able to move into the more comfortable room left vacant by the migration of the library.

As an added refinement with the reconstruction, automatic fire-alarms were set at strategic points about the building. Fortunately no serious need for them ever arose, and few ever

heard their sound. But very early in the term the boys were made aware of their presence. One, thoughtfully placed above the stove in the kitchen, could have been more practically located. Shortly after the dining-hall came into use, while the boys were hungrily filing to their places, George's preparations triggered the alarm. The unamused procession found itself passing straight through the hall and out by the emergency exit to the rink — exercise which was quite unnecessary to sharpen already keen appetites.

Lunch numbers had grown so that from the start the dining-hall was filled; with them had spread the reputation of George's catering. The Board and the staff justly took pride in the knowledge that the reputation of Selwyn House was widely known, chiefly as a result of the high academic standard it set itself. Younger appraisers could have added that the school's renown was also due to the excellent and lavish fare in its dining-room. Visiting teams looked forward quite as much to George's lunch as to the match to follow, and openly contrasted the sybaritic menu of Selwyn House with the more spartan fare at their own schools. There was even a memorable occasion when the New Zealand consul, visiting the school, had picked out a small boy to ask him what his favourite subject was. The answer required no reflection, but came immediately: "Lunch, sir."

With the new arrangements, however, George found the catering, in addition to his other responsibilities, more than he wanted. He asked to be relieved of the kitchen, and for the year 1956-1957 the catering was put into the hands of a professional firm. The experiment was far from successful. The dishes for which George was renowned — his shepherd's pie, his apple bettie, and the rest (and even including the junior school favourite, spaghetti and tomato sauce, which they affectionately called "blood and worms") — were no more; nor were the quantities so lavish. Strange dishes, which the younger boys eyed with misgiving, took their place. The older boys welcomed the more elaborate courses when they were offered, but deplored the more primitive which were introduced to offset the cost. Expenses were up and quality was, in general, down. George daily fumed at the waste as he cleared the garbage from his erstwhile domain. Everyone was grateful when George (who himself had uneasily endured the

outsiders' cooking) decided to take charge of the kitchen once more. The former regime was restored, and the Board welcomed the return to the more profitable system of the past. The only noticeable legacy from the interregnum was a mysterious dish called "pigs in blankets", which George adopted.

By the end of that year the enrolment had reached 215, and some of the Governors, particularly Mr Justice Hyde, considered that it was excessive, making for overcrowding in some classes. It was a recurrent theme as each school year approached. In lighter vein Mr Morgan, who as treasurer had naturally secured the chairman's agreement to estimated numbers, invariably insisted that he was in the habit of adding twenty to the headmaster's forecast, and in the same spirit Mr Hyde reminded them of the old ruling that not more than 175 boys should be admitted. Beneath it all, everyone was all too aware that the extra fees were essential to provide increases in salary for the staff, and the growing school had to be accepted as a practical necessity. By the next opening the total stood at 230. That was the year when for the first and only time form D had to be divided into two sections, and even so some forty applicants were turned away. For the staff coping with this double class at the bottom of the school it proved a gruelling experience which they fervently hoped would never recur.

The congestion led to further construction work, which in its turn led to a chapter of quaint misadventures.

Dissatisfaction with the lighting and ventilation on the top floor, where the senior classes spent their time, called for some sort of remedy. Mr Nobbs suggested removing the roof, raising the height of the walls, and enlarging the window-spaces. Such a plan would have been prohibitive in cost, but a modification of it was accepted. As a further economy the work was assigned to a contractor who, already familiar with the building as supervisor of previous alterations, had embarked in business on his own.

The work entailed sacrificing the decorative but comparatively useless turret, whose only function had been for storage of gear only seasonally or occasionally (or even never) used. Clearing out the accumulated impedimenta led to a frivolous episode which is worth recounting, if only because it reveals that even members of the Board can retain a sense of boyish fun.

Stored in the attic had been a collection of antiquated female clothing, bequeathed some years before to the dramatic department by parents anxious to dispose of it. No use had ever been found for the garments, and they had lain forgotten until the turret room was emptied. Mr Justice Hyde and Mr Bartlett Morgan, visiting the school in connection with the construction work, had, when their serious business was completed, amused themselves by rummaging through the curious treasures brought to light. Among them they discovered a pair of lady's boots, high-legged and buttoned, bright yellow in colour, which had never been worn; they still bore Morgan's price-tag from the remote days when such goods cost less than a couple of dollars. Armed with the boots, the two repaired to the office, where they dictated a suitable covering note. The precise text is unavailable, but in the leisured idiom of the past it explained that the writer, having procured the accompanying merchandise at Messrs Morgan's emporium, unhappily found them unsuitable for her needs. She would, she averred, have returned them earlier, had not her coachman been indisposed. She nevertheless hoped that Messrs Morgan would overlook her dilatoriness and appropriately adjust her account.

With this covering note the boots were forwarded to the manager at Morgan's. After his initial surprise, that gentleman shrewdly suspected the probable authorship and acknowledged the message in similar vein, pleading some kind of commercial statute of limitations. Shortly afterwards the boots figured prominently in one of Morgan's special window-displays.

Other aspects of the summer's work may seem mildly amusing in retrospect, though at the time no one (least of all the principal victim, George) detected the humour.

The turret having been demolished as a first step towards remodelling the roof, the gaping hole was covered for the night with a tarpaulin, held in place by small piles of bricks. By mischance the wrong night was chosen. In the small hours Montreal enjoyed one of its more spectacular thunderstorms, and the bricks could no longer sustain the tarpaulin. Gallons of water cascaded down the main stairwell, flooding the building in passing. Even the telephone was waterlogged and gurgled helplessly. In his desperation George, who has never been

known to sleep through anything, summoned Mrs Howis from her nearby home. She in her turn called the nearest (and only) staff member, Mr Moodey, still in the city. It was a harrowing night, for no member of the Board could be reached, and Mr Nobbs lived at Hudson Heights. Work was delayed for frantic mopping-up, and fortunately no lasting damage resulted. All who have ever known George at his most magnificent will be able to imagine for themselves his welcome to the builders in the morning.

A few days later the workmen hit upon what they fondly imagined to be an ingenious labour-saving device. To avoid the bother of erecting the customary chute for the rubble from the roof, they tossed it down the wide, old-fashioned chimney-stack, hoping to collect it in the incinerator in the basement. In the process, they blithely ignored the impressive fireplace in the headmaster's study. Warning that Mr Speirs would be looking in later in the week prompted George to check that all was ready for the visit. To his horror he discovered that the new carpet which, a few days before, he had laid so carefully was buried under six inches of plaster dust. In rounding up the contractor and compelling him to divert his men to cleaning the study thoroughly, George excelled even his formidable best.

Mishaps come proverbially in triplicate, but it was not until the work had been completed and the term had begun that it was discovered that the adjoining structure had been weakened. Luckily it was during the night that the laboratory ceiling caved in; equally luckily it was one of the rare occasions when no apparatus had been left standing on the bench. Perhaps it is superfluous to add that, once the ceiling had been restored, future construction work was undertaken by a different contractor.

In 1957 Mr Gordon MacDougall retired from the chairmanship of the Board. His term had been most successful, for Mr MacDouagall never neglected any opportunity to push ahead positive plans for the development of the school. Incurably optimistic, even in days of financial stress, he believed that additional physical facilities were of the essence, and that each step forward, however small, was vitally important. His persevering drive at a critical period which envisioned and created the new wing when more cautious voices counselled

delay produced a triumph that proved a turning-point in the development of the school. An able administrator, a kindly and a practical visionary, he was a highly popular and competent chairman.

He was succeeded by still another Old Boy, Mr H. Stirling Maxwell (1914-1918), who since joining the Board in 1953 had been responsible for much excellent work as chairman of the building committee. His was no theoretical concern; his practical enthusiasm was well illustrated when, on one occasion when George's basement apartment was inundated, Mr Maxwell unhesitatingly removed shoes and socks, and with trousers rolled to the knees joined in coping with the trouble.

Mr Maxwell was excellently suited to the period of consolidation over which he presided. He knew every inch and every stone of the building, and was determined to keep it in the best possible trim. As a former naval commander he ran a tight ship, gave the widest latitude to all who served under him, and took a deep personal interest in individual members of the staff and student body. Unfailingly courteous and good-humoured, he forged an excellent rapport with his associates and with the parents. All this, added to the meticulous care and skill with which he handled his responsibilities, made his years of leadership pleasant and fruitful for all concerned.

Mr Bartlett Morgan became vice-chairman. At this juncture, to the general regret, Mr Justice Hyde decided that the time had come for him to resign from the Board of Governors. Even when others had been in the chair, they had instinctively turned to him for advice, and he consented to a general request that he should remain available for unofficial consultation whenever the Governors felt the need for his shrewd counsel.

The first stirrings of the "quiet revolution" in the province had by this time greatly stressed the importance of French in the curriculum of the school, and the Board was greatly concerned to keep abreast of the growing demand for a greater fluency in the language. The continuing need for broadening the work was proving too onerous for Mme Gyger, who retired at this point. Her replacement was a problem which greatly exercised the Board. Suggestions for engaging a French-speaking Quebecois had come to nothing, and suitable teachers to develop the department could not be found.

It had even been proposed, as an extreme measure, that the headmaster himself might take charge of the French department, but it was soon decided that he could not adequately do so and at the same time handle his other responsibilities as they required. Finally, Mr James Iversen agreed to abandon his middle school work in order to organize the French teaching. Time proved it a happy solution.

Of the Board's achievements during that school year, perhaps the most gratifying was the implementation, after long years of endeavour, of a definite pension plan for the staff. It was not so munificent as the Governors would have liked, but it represented a major step towards removing a burden which from the outset had gravely concerned them. By February arrangements had been completed with the Standard Life Assurance Company for a plan to become effective in September 1958. Though in fact no one ever connected the two, it was, in a way, a gratifying inauguration of the year which marked the school's fiftieth anniversary.

The jubilee was celebrated by a special Old Boys' dinner, arranged by the Board of Governors, with Mr Drummond Birks (1926-1933) in charge of the planning, and with George and Mrs Howis joining forces to ensure a spread worthy of the occasion. On 5 November 1958 the dining-hall was filled by an enthusiastic gathering of Old Boys, representing the full half-century of the school's existence. It was even possible to arrange a table of honour for those who had attended the original Lucas School. Among those seated at it were Stephen Cantlie, Arthur Evans, Howard Gordon. Gratz Joseph, Kenneth Smith and W. H. Wilson; after-dinner speeches included those of Donald McInnes and William Budden, evoking whimsical memories of exploits in those far-off days. Mr Justice Hyde and Mr Speirs also spoke, more seriously, of the fortunes of the school since its inception. But greatest enthusiasm was evoked by the informal part of the re-union, with past students renewing acquaintance that had lapsed for many years, reliving happy moments long forgotten, and touring the premises in search of reminders of the times when they had been there every day.

The Board did not, however, linger sentimentally in nostalgic contemplation of bygone days. Its thoughts were rather upon the future and the policy with which to meet it. Promi-

ment among the problems to be faced was the old one of the steady drain from the middle school as boys moved on to boarding schools. This was becoming more serious as parents discovered the increasing difficulty of placing their sons if they stayed to reach the top of the school, and replacements in higher forms were insufficient to compensate the loss. Of the possibilities, that of restricting the status of the school to that of a purely preparatory school had already been emphatically rejected. The alternative, to continue until matriculation level, was tempting, but for the moment it still had to be regarded as a long-range ambition rather than a plan to start implementing immediately. Nevertheless, it was clear that as soon as the time was propitious this would have to be the objective. To attempt to remain static would have been courting disaster.

For the immediate future there remained the perennial aims — the adaptation of the existing premises to keep pace with the growing school, and the provision of adequate playing fields. The latter had once again become pressing. A new high school was being built in Westmount, which seemed likely to threaten the use of the field there. No definite contract existed for the use of the playing area on the Mountain, and the regular use of this ground which had so far been enjoyed was endangered as other schools began to discover its existence. If they were in possession when the boys arrived, there was nothing to be done about it.

For the winter, ice had to be rented at McGill and Verdun. The school rink was too small for most purposes, and the chance of enlarging it was remote. The trim garden which had adjoined it during the lifetime of Mr Percy Walters had recently become a neglected wilderness, but attempts to acquire it were vain. There was, indeed, a curious scheme which had persisted for years, for building an underground garage below the plot and the school rink, with the school using the surface in exchange for subterranean rights, and a tentative agreement was ultimately reached in 1960, by which time it was too late. Before the plan could be put into effect, the school was actively planning to move to Westmount. Long after the school had lost interest in it, this remnant of the Percy Walters estate lay untended, until in 1976 excavators

discovered the underlying rock and reduced it, for a time, to a derelict chasm.

To add to the difficulties in 1958, McGill University planned new hostels which would encroach on the space at the upper Molson Field. Preliminary work there during that summer made cricket virtually impossible. The search for grounds turned further afield, and led as far as the park on Kent Avenue. The turf there was much too rough for cricket, and it was reluctantly decided that in future summers soccer and softball should be played instead. With the abandoning of cricket as a major sport, yet another significant link with the early days was broken.

So serious was this difficulty in finding playing fields that attention even turned, without becoming a subject for official discussion, to the possibility of transferring the whole school from its central position to a more outlying district where grounds would be more readily available. The thought had occurred in the past. A very real possibility had once existed that the school might move to the Angus estate at Senneville, so acquiring a palatial house with ample grounds. It had been rejected chiefly because of the lack, at that time, of adequate transportation from the city and the improbability of sufficient seniors prepared to commute there daily. Now, Mr Justice Hyde strongly inclined to a possible relocation at Beaconsfield. It opens an interesting channel for speculation to contemplate how different the subsequent history of the school might have been if such a move had been made.

Equally urgent was the need for more class-rooms. A tentative plan proposed converting three small rooms on the third floor into two of a more useful size, and adding two more over the dining-hall. The scheme had to be deferred until a more auspicious moment, since available funds were absorbed by more essential repairs.

The school year in September 1959 opened with a still higher enrolment, which exacerbated the difficulties. Numbers had reached 250, with a long waiting list for the junior section; there were even cases of Old Boys who registered their sons at birth. Organization to cope with the increased numbers became more intricate, particularly for games. Fleets of buses plied between Redpath Street and Westmount,

Verdun and Kent Avenue, with the luckless overflow trudging, as in the past, to the Mountain. Inside the building, the congestion was so acute that by January 1960 the Board decided to proceed with the previously shelved proposal.

The work began early, before the end of the summer term, so that it might be finished by September. The top floor was again remodelled, and the snug little room which could hold only a handful of boys was absorbed by its neighbours. Additional wash-rooms were installed in the basement. Over the dining-hall a new floor provided two extra class-rooms, a small visual aids room, and a compact office which was assigned to Mrs Markland. The new floor was fully in keeping with Mr Nobbs' earlier design. There was a functional splendour and a newness about the class-rooms which made those occupying them the envy of others left in the more historic and primitive parts of the building, and smaller boys were fascinated by the novelty of green blackboards and yellow chalk.

The extension was fully justified by the time that it came into use, for in September 1960 the numbers had reached 265. At the first assembly of the year the new wing was formally opened by Mr Maxwell, supported by Mr Nobbs and Mr John Bourne, the chairman of the building committee.

It crowned the end of Mr Maxwell's term of office. He was succeeded as chairman of the Board by Mr John Bourne, who had been at Selwyn House during the years 1924-1932. Mr Bourne took over at what was to prove a momentous time, and his energetic drive enabled him to carry the school through a crucial period. Mr Bartlett Morgan continued as vice-chairman, and Mr Hugh Norsworthy was elected treasurer. These three with unrelenting effort guided Selwyn House through one of the most important years in the history of the Association.

The long-term possibility of continuing the work of the school to matriculation level now became desirable as an immediate objective. The placing of boys leaving from form V was even more difficult — even at boarding schools which readily acknowledged the high calibre of the students Selwyn House was sending them — and the consequent tendency for boys to leave sooner was increasing rapidly. The need to combat this attrition was obvious, and the obvious method of

doing so was to supply a motive for remaining. The advantages of a full secondary level coverage were again discussed at the Board meeting in February 1961, this time not as a nebulous dream but as a necessary step.

Mr Bourne argued that if the school were to be enlarged to such an extent, it might be possible to add to the existing premises sufficiently for the purpose, but it would be preferable to make a fresh start with a new building, still in a central location, but with access to more suitable playing fields. While by no means a novel suggestion, it had never before been officially or so boldly advanced. A long-range planning committee, with Mr Justice Hyde as its chairman, and Mr Morgan as a member, was set up to consider the feasibility of such a plan, without the power to do more than advise the Board.

Pure chance forced the issue sooner than anyone had contemplated. Early in April the Westmount High School building on Cote St Antoine Road was offered for sale, since the high school was moving to its new premises on St Catherine Street; with the property went an adjoining house on Argyle Avenue which had been the janitor's residence. The building, erected in 1935 as Argyle School, appeared to be in excellent condition and, even though a dining-room and a kitchen would have to be installed, it seemed eminently suitable in other respects for the needs of Selwyn House. The prospect of greater class-room space, a larger gymnasium, laboratories, and a larger playground area, together with possible sports facilities in Westmount, all encouraged the idea that the time had indeed come for the final expansion to matriculation level. In spite of the considerable capital expenditure in recent years on the Redpath Street property, the acquisition of the building in Westmount commended itself to the Board as eminently desirable.

During the next two weeks sustained negotiations and discussions to discover the means of acquiring the property fully occupied the Board. Haste was imperative. A thirty-days' option could not be obtained, and the City of Westmount had already made a firm offer. Fortunately, three bids for the Redpath Street property were speedily forthcoming, which allayed the misgivings of the more cautious Governors who were dubious about committing the Association while the old premises were still on its hands. The most attractive, though

not the highest, offer came from McGill University, which was also prepared to provide a mortgage to enable the Westmount purchase. Since so much had been subscribed for and spent upon building for educational purposes, the Board felt that so distinguished an educational institution should profit from it, rather than seeing the premises torn down to make way for high-rise apartments. And though the mortgage rate of 7% seemed, at the time, excessive, the Board accepted McGill's offer.

With the possession of the new home possible by the end of June 1961, preparations were made to leave Redpath Street at the end of the school year and to embark boldly upon another new phase in the evolution of Selwyn House School.

VI

The Last Decade At Redpath Street 1951-1961

It must be admitted that in its earlier years the Board of Governors was, to the school at large, an august but somewhat remote body which in some mysterious way, from some Olympian fastness of its own, determined the destiny of Selwyn House. From time to time members of the Board appeared as visitors at assemblies or the head table at lunch; at prizegivings they impressively filled the platform. From time to time the headmaster cited the ruling of the Board as authority for a fresh edict; more or less annually the reality of the Board was manifested by some modification of the premises. But in general the daily life of the school continued in reasonable tranquillity, without a thought being given to the larger mystery of the Governors.

Five years of the new regime had been long enough to accustom the school to the ineluctable reality that the immutability of the past had vanished, and that change, sometimes striking, sometimes trivial, but always to be expected, had become the key to the new order. The more conservative of the staff, when they found the leisure to do so, sometimes deplored this among themselves, but their ranks were thinning, and most of those in the school could not recall the old days to compare with the present.

Even innovations which, unintentionally, caused passing amusement came to be accepted philosophically. One such case was that of gowns as badges of office. The opportunity to acquire for nothing a set of choir gowns suggested that the staff should adopt another custom of the British public

schools, and should wear gowns on duty and in class. It was not a totally new idea; the school was already familiar with the headmaster's use of a gown at assembly. An injudicious disregard for the schoolboys' calendar produced the gowns for the first time at the end of October. As the men filed into the gymnasium wearing their new insignia, the boys, and especially the juniors, tumultuously hailed it as a hilarious Hallowe'en gesture. After so inauspicious a start, it is not surprising that the general use of the gowns gradually lapsed, and that they survived only as the badge of the duty master for the day.

Changes in staff became more frequent. A serious loss was that of Mr Howis. After a serious illness during the summer "Pop" proved unfit to resume his duties in September 1951 and therefore, to the general regret, decided to retire. For sixteen years he had held a unique place of his own in the affection and esteem of the boys. As a schoolmaster of the old kind he had been a valued guide and counsellor to the younger boys, and a revered friend to those who had left the school. As senior master he had conscientiously supervised the smooth working of the daily programme, a task which now passed to Mr Phillips.

Mr Perkins also left at this time, to establish a school of his own at Lancaster, Ontario. The brief history of that school has no place here, which in some ways is a pity, since its *modus operandi* was often diverting in a manner which, perhaps fortunately, Selwyn House never rivalled. Only once did it impinge upon Selwyn House, when, in his dignity as a headmaster in his own right, Mr Perkins paid a courtesy visit. He arrived in a huge chauffeur-driven car which, even if second hand, duly impressed his former colleagues. The impressiveness was somewhat tarnished when he blandly admitted that the chauffeur's cap and functions were the prerogative of his head boy — a distinction which Mr Speirs was never tempted to bestow upon his own head prefect.

Mr Charles Furse, who had been brought in in 1948 to teach senior mathematics, also retired. His brief stay had not been without its effect. A long career as a civil engineer of some eminence in India had left its stamp upon him; he was truly the "pukka sahib", with a quiet elegance and imperturbable

manner, and with an impeccable deportment which earned the respect of all.

One more link with the past ended with the death, later in the year, of Major Jackson.

The four newcomers in 1951 each, in his distinctive way, earned a place in the memories of those who knew them. Mr James Iversen, who had served in the R.C.A.F. during the War and had afterwards graduated from McGill University, began his teaching career at Selwyn House, and he has stayed to occupy a distinctive place in its life, not only as a link with the parents who know him socially, but as a valuable influence upon the boys whom he had guided. Mr. E. G. Davies, who, after a period of war service with the R.C.N. had been teaching at Lower Canada College, took over history and geography, and introduced his own peculiar (and not always officially applauded) methods into his department. For a number of years he conducted parties of boys on foreign tours, with the same unconventionality as he brought into class.

Miss Helen Locke, with a long and distinguished career with the Protestant School Board already behind her, undertook the onerous task of controlling form D. She had allowed herself to be won over by the headmaster's blandishments, and consented to come for a week or two — and ultimately remained ten years. During that time she endeared herself to everyone. She possessed the great virtue of considering the boys who were the hardest to handle as the most interesting. (In later years she delighted in telling of one such case whom she had threatened to send to the headmaster for more rigorous treatment. The unabashed culprit merely replied, "Mr Speirs? Who's he?")

Mr Walter Mingie replaced Mr Perkins as gymnastics instructor and, without laying claim to any academic propensity, assisted with some of the lower school work. It was the first time that the school had boasted a full-time specialist in physical education. In the past there had been drill instructors at the M.A.A.A., but they had not been part of the staff proper. Inevitably, advantage was taken of his arrival. For the first time a gymnastic display, the forerunner of many such diversions, was staged for the entertainment of the parents. Since it aimed at involving every boy in the school, the programme

was varied in content but limited in spectacle, but it was welcomed by all. A further result of having a specialist was the introduction of boxing classes as an extra on Saturday mornings. It was pure coincidence that the Board meeting approving the arrangement also decided that the chairman should secure for the school the services of a consulting physician.

The institution of the house competition naturally led to a wide range of activity. Everything was swept into its ambit. Mr Phillips' choir sang lustily for points; the Oratorical Society emerged from its lair to debate in public; at lunch the monitors were serving not only their tables but their houses; even detention classes, previously hidden away discreetly, assumed a new significance. Hockey, football, cricket and basketball leagues saw fierce battles for supremacy. In the past there had been skiing excursions to the Laurentians with organized contests to be won, but they had lapsed. Now Mr Iversen engineered a meet with nine boys from each house contesting six events, and the day in the hills was restored as a notable annual outing.

1951 also saw the school contributing, with gratifying success, to local radio. Station CFCF had devised a series of programmes under the title *The Voice of Youth*, and Selwyn House was invited to participate. Suitable facets of school life were selected for the purpose. Most conspicuous was, perhaps, an assembly. By chance it was the Remembrance Day observance, with General Sir Neil Ritchie, the former commander of the Eighth Army in North Africa, as the guest speaker, and with Mr Phillips' special choir providing appropriate music. The broadcast was excellent enough for a second invitation to be extended, and in the following February the school broadcast a memorial service on the death of King George VI.

Included in the first broadcast, among the supporting features, was a house debate in which Taylor Carlin and Michael Dennis successfully contended, against all tradition of the school, "that entrance into business from high school prepares a boy better for success than a college career." In those days the voice of youth apparently carried less weight than it later acquired. Certainly this momentous decision failed to change the destinies of the vast majority of Selwyn House

boys, who continued as before to complete their education at various universities.

In the following year Mr John Howes joined the middle school staff. He is remembered chiefly for his valiant efforts, with Mr Mingie, in the scouts and cubs. Though neither had great experience of the work, they made a team with astounding enthusiasm and energy which, while sometimes diverting their colleagues with their misadventures, nevertheless raised the standard of the troop, even if it must be admitted that the extraordinary proficiency of early days was never recaptured. One recalls, for instance, the occasion of a memorable treasure hunt in which they insufficiently stressed the permissible sources of trophies. Most of the illicit loot was easily restored to the owners, but some led to complications. One small hunter, seeking clarification, was told that an insect was something that crawls. Messrs Mingie and Howes were dumbfounded to find themselves, at the conclusion of the expedition, in possession of an assortment of young kittens.

At this juncture Miss Frances Gault came to assist Mrs Howis in the office. After a number of assistants whose stay had been comparatively brief, Miss Gault was to remain long and to establish herself as a popular friend of the junior boys, and an equally popular source of aid to their parents.

Queen Elizabeth's coronation in 1953 was suitably marked in passing. In the library the boys celebrated with one of their most effective displays. The library displays had by this time become a prominent feature in Mrs Warren's efforts to broaden the boys' education. With no one consciously planning it, the Wanstall Memorial Library had assumed the subsidiary quality of a museum of constantly changing exhibits, and with time the articles on show increased in number and diversity. Stamps, coins and sea-shells formed the staple ingredients, but in the intervals a strange miscellany of curios briefly appeared before the parents owning them requested their return. In retrospect, it is astonishing what improbable objects the boys were able to produce for the edification of their fellows. Rocks, fossils, and even weather-beaten bottle-glass; stuffed birds and reptiles (young alligators seem to have been a normal decoration in many homes); terrifying collections of lethal implements (dirks and kukris, samurai

swords and Lugers, and firearms from remoter times); what the librarian publicly branded as "the horrid-looking tail of a poisonous snake", an anaconda skin which festooned the whole wall; even so unlikely a possession as an opium-pipe — all in their turn competed with the laboriously constructed models of ships and aircraft, mediaeval castles and native villages. The zest which arranged such exhibitions found an admirable outlet at the Coronation. A handsome gilt model of the state coach and its retinue inspired a most impressive escort of troops, which arrived in such profusion that a supplementary army of toy soldiers stood in battle array on the remainder of the library table.

The magazine marked the occasion suitably, but the most impressive celebration came from the dramatics department.

For the occasion, Mr Mayer offered an appropriate play of his own, written for the occasion and centering upon the first Elizabeth and the fallen Earl of Essex. The production was the most lavish that the school has offered. The simple but effective stage setting required hours of work by Mrs Howis and Mr Moodey. The costumes were more splendid than usual. Above all, the boys rose to the occasion, and their performance was superb.

This triumph unhappily formed the climax of Mr Mayer's stay at the school. At the end of the summer, for medical reasons, he was granted a year's leave of absence, but he never returned. In the end it was decided that he would be wiser to return to the English climate.

The prizegiving of June 1953 was also notable, but for a different reason. The guest of honour was a former Prime Minister of Canada, the Rt. Hon. Arthur Meighen. His son, Mr Theodore Meighen, was on the platform in his capacity of vice-chairman of the Board of Governors, and his grandson Michael (who in his turn was to attain a degree of political prominence) figured largely in the prize-list.

For a more trivial reason, the occasion was interesting for the chairman's overriding the headmaster. Hitherto, at the simple reception for the parents of the graduating class which usually followed the actual prizegiving, a mysterious but innocuous beverage concocted from a secret formula and called "fruit punch" had always been served. The chairman insisted that so distinguished a guest deserved something more adult

to drink. It proved a dubious triumph, since the guest of honour was content with coffee. Consequently, the first bottle of whisky purchased for the school by the Association remained for years incongruously stored with the ink-bottles in the office cupboard, until ultimately several members of the Board decided to dispose of it. Fruit punch, at future receptions, continued to hold unchallenged sway.

In the following year little disturbed the tranquil life of the school. Perhaps the most notable, in that it marked the beginning of a trend away from recent years, was a diminution in the number of guest speakers visiting the school. From the annual average of forty it dropped to seventeen. It was not, despite the cynical suspicion voiced by some of the staff, that distinguished men were learning to avoid Montreal, nor that those who came were growing chary of accepting invitations. Rather, a more selective approach was being taken. Daily assemblies continued, but they were deliberately brief. Special assemblies effectively eliminated a period, and the feeling had grown that whatever a speaker had to say ought to be valuable enough to justify the encroachment on class-time.

Mr Mayer's departure was responsible for another change, in the pattern of the dramatic entertainments. Only one a year was offered, and it assumed a format which for the next decade remained invariable. The choirs, now grown until between them they involved more than half the school, provided choruses which afforded ample time, during their rendering, for scene-changing. The junior school presented a short interlude; the middle school performed a playlet in French. These were followed by a frivolous curtain-raiser, which became Mr Moodey's special field and, in later years, satirized school life. The main event was usually a historical play in one act, permitting the wearing of elaborate costumes; this became the headmaster's contribution. A quaint feature was the seeming impossibility of excluding a policeman as a sort of resident *deus ex machina*. If he could not intrude upon one of the English plays, he turned up as a gendarme in the French one. (He was even one of the victims, later on, in a French episode produced by Mr Iversen, in which the entire cast lay dead on the stage at the final curtain.)

Early ventures saw amusing mishaps, which increasing experience eventually avoided. One of the most startling,

which electrified the unprepared audience, occurred when Mr Speirs, not satisfied with the lack of realism in the cap-pistols with which lesser villains were usually armed, resorted to a starting-pistol borrowed from the athletics department. The cringing victim was led off to execution; there was a dramatic pause as the other players waited. The shot, when it came, sounded as if the captive had been blown to smithereens with a howitzer, and evoked from one young spectator the shrill cry of "Is he really dead?"

One may also note in passing the first adumbration of technological intrusion. The Oratorical Society in its report proudly announced that at one of its meetings the speeches had been captured by a tape-recorder, so that speakers could listen with amazement to the strange sound of their own voices — a boast which, to the modern generation, to whom tape-recorders in class are as familiar as inkpots were then, will seem somewhat incomprehensible.

In September 1954 the first Old Boy to join the staff was welcomed. Mr Frederick Tees (1933-1942) had the rare experience of starting in form E. He taught middle school Latin and English (later specializing in geography), and assisted with the games, in which his part became increasingly prominent. He also took over the scouts and, since he was an assistant commissioner of scouts for Westmount, he brought a greater expertise to the task than his predecessors had commanded. To his other functions he added the compilation of news bulletins for the Old Boys' Association, and acted as staff representative at its meetings.

In the same month the Board felt it important enough to record in its minutes that the "first" fire-drill had proved that the building could be cleared in under two minutes. It was not, of course, the first fire-drill the school had known; the term indicates rather that it was the first under the official supervision of a fire-chief since the new escapes had been installed. It was also the start of fire-drills on a regular rather than a haphazard basis. From that point the boys gradually learnt to expect such interruptions to their work at approximately monthly intervals, but only the shrewder perceived that they were cunningly timed to coincide with the end of a period, and often the beginning of recess. (It must be conceded that this rule was soon modified still further. Fire-drills came to

coincide with Mr Moodey's "free" periods — a plan adopted to combat his tendency to become so absorbed in what he was discussing that he would forget to ring the bell earlier than usual, and so keep the rest of the staff, who had been forewarned, waiting desperately for the interruption.)

The enterprise of three members of form IV — Robert Aikman, John Chamard and Robert Hallett — re-introduced independent journalism for the first time in a dozen years. Their news magazine, *The Black and the Gold*, somewhat inexpertly mimeographed, was the outcome of great enthusiasm and industry and presented, innocuously, a boyish view of the passing scene inside the school. Its official contemporary, the school magazine, in congratulating the editors, could not resist the taunt that its spelling was "out of this (English-speaking) world", but such pedantic disparagement did not faze its uncritical readers. *The Black and the Gold* was important, not so much for its own achievement, as for its paving the way for a number of similar endeavours in later years.

With the summer of 1955 and the completion of the first decade under the aegis of the Selwyn House Association, the temptation to look back upon its achievements could not be entirely resisted. Inevitably, the improvement in what was becoming known as "the plant" was contemplated with pride and appreciation, but the stress still lay upon the academic attainment of the school. The exceptional standard which under the first three headmasters had made the school renowned across the country had been maintained. Senior boys could boast a remarkable tally of scholarships to other establishments, but above all, at many of the independent schools to which boys proceeded, the fact that a boy came from Selwyn House School was sufficient recommendation.

In his headmaster's report at the prizegiving in June, Mr Speirs departed from the more usual formal account of the year's progress and achievements to offer a summary of deeper aims. A good school spirit, he declared, showed itself in

the victory that knows no boasting, and the defeat that lacks any excuse, in the taking of just punishment without whining, and in accepting the unlucky breaks in life with good humour and quiet courage . . . in realizing that there is more satisfaction in helping others than in merely pushing ourselves forward,

that the team is greater than the individual, and that the good name of the school depends upon the good conscience of all its members; in learning that we must obey before we can command, that our own petty desires are subordinate to the rights of others, and above all that privilege is the handmaid of duty and responsibility, and that from those to whom much has been given much also will be required. These things, however blurred the vision and however faltering the steps, we strive to reach after in the day-by-day disciplines of the class-room and the playing-field — from the opening exercises of the morning when as a school family we begin the day with God, to the last shout in the playground after work and play are once more over.

With 1955-1956 seeing a staggering increase in numbers, the chief feature was the addition of the new dining-hall and class-rooms. That in its turn brought changes to enhance the daily routine. The comfort, and even the speed, of lunch-time sessions was improved, and the new kitchen greatly simplified the work of the monitors in carrying their trays back and forth. Curiously, one of the most popular places was the table in the "crush hall", the vestibule to the dining-room, where an extra table was usually needed. The reason is a trifle obscure. It may have been because it was shielded from the headmaster's observation, or it may have been that, because it somehow became the haunt of the most voracious appetites, it seemed to secure a more bountiful supply of provender than ordinary tables.

The difference in the library was even more striking. An eager squad of boys conveyed the books from their old home to the new shelves around the dining-hall, and assisted Mrs Warren in arranging them with ample space. Equally appreciated was the presence of special display-cases for the treasures the boys exhibited. One of the earliest displays in the new library was an elaborate model of a scout camp, in meticulous detail, to honour that year's World Jamboree. Part of the inspiratoin was due to the appearance as a speaker at assembly of Mr Tees, not as a member of the teaching staff, but as a scout commissioner.

With the new rooms came also what the Board, in those days, described as the "sloyd room" — a term as mystifying to most people then as it is now. Mr Howes supervised the

equipping of a diverticulum from the locker-room, which served also as the green room on dramatics nights, with access to the gymnasium through a trap door. An efficient manual-training workshop, with a capacity for twelve budding carpenters, was set up. Much useful work was completed there, and, it must be admitted, many curious artifacts for use about the school emerged from it.

Yet another innovation, which has persisted ever since, followed from the added space. For the first time a dance for the two senior forms was arranged towards the end of the school year. It was quite unpretentious, with a simple record-player supplying the music, and the world had not yet advanced to the esoteric convulsions of the modern dance-hall, but those who organized the occasion will still claim that, even if it has since been excelled in numbers and in its pandemonium, in its enjoyment it has not been surpassed.

The year 1956-57 was memorable as the time in which the school had to subsist without the encouragement of George's catering, a drab experience which has already been discussed. It was also the year of the intense journalistic fervour which split form III into two vigorously competing factions. *The Selwyn House Chronicle*, inspired by Michael Gwinnell, with Robert Bruce as its shrewd business manager, appeared first. Its success, coupled with its inability to provide a forum for everyone wishing to contribute, led to the floating by Gerald Ross, with the assistance of Lee Watchorn, Vincent Prager and Harry Bloomfield, of *The Redpath Herald*. The two journals flourished amicably, with neither in the ascendancy — perhaps because they were not strictly rivals. *The Chronicle*, as befitted an editor who had come from England, maintained a sedate literary style. *The Herald* favoured the more robust methods and sometimes obscure humour of North America, which may have accounted for its survival through a second year. Both have left their permanent memorials in the school. The former, from the profits built up by Robert Bruce, purchased a silver trophy, the Selwyn House Chronicle Cup, which is awarded for essay-writing in form III (now grade 7). The Redpath Herald Trophy came many years later, in 1967, after its donors had long since moved out into the world, and it is dedicated to special achievement by a group within the school.

That year's gymnastic display struck a new note. Mr Mingie had moved on to Westmount High School, and for a year his place was taken by Mr J. D. Cooke, who aspired to a more impressive degree of showmanship. The routines by the forms taking part led to a climax in which a number of tableaux represented a variety of sports. The boys involved were clad only in briefs, and were completely painted from head to toe with a curious aluminum concoction, which under floodlighting gleamed impressively. Unfortunately, it was also very readily removed, even by contact with handrails and walls on the way to the gymnasium, and in droplets marking their trail. Thence it found its way to the garments of the departing audience. While not detracting from general approval of the display, it certainly made repetition inadvisable.

There followed a period of several years in which staff changes, for various reasons, became numerous. In June 1957 Messrs Cooke and Howes moved on to other posts, and Mme Gyger retired. During the summer vacation Mrs Warren died. Her funeral was attended by many of the staff, who genuinely mourned the loss of a valued friend; her absence when school resumed was a sad blow to the many boys who had learnt to rely upon her wise and kindly help. Miss Ethel Pick, the new librarian, found it difficult to live up to the standard which Mrs Warren had set, but in time she also became a friend to the more studious patrons of the library.

Mr Brian Cleary, who took over the physical education department, soon established himself in the favour of both boys and his colleagues. Thoroughly efficient in his work, he possessed an ebullient sense of the ludicrous which added a welcome gaiety to life. As a newcomer from England, he had to learn to skate in order to handle the winter programme. His cheerful reports upon his progress, which he claimed made "Cleary on Ice" a spectacle to rival the Ice Follies at the Forum, continually diverted the common-room. Of the many anecdotes of his exploits, the most illuminating concerned his first outing with form D. Arrived at last at the Mountain, they stacked their gear neatly on a bench, and enjoyed a robust game. At its conclusion, Mr Cleary instructed the boys to collect their blazers and to be sure that each had his own. Most eventually complied, but a fierce altercation between two of them, each insisting that his name was stitched in the collar of

the disputed garment, demanded arbitration. Inspection revealed that the legend on the name tag was actually "Made in England". As it proved, not one of the boys could read, and the clothing had to be sorted laboriously on their return to school.

To replace Mr Howes, Mr Tim Rutley, one of the younger Old Boys (1941-1949), whose performance in *The Monkey's Paw* was still remembered, took charge of middle school work and manual training. He was, by vocation, an engineer, and this soon showed itself in the products of the workshop. For a time strange self-propelled vehicles on a minute scale, constructed under his guidance, were to be encountered careering madly along corridors and across the gymnasium. With the impetuous enthusiasm of youth, he also turned his attention, with less success, to one of the incurable problems of all schools.

For centuries it was conventional for the captives in impregnable fortresses to beguile their durance by laboriously carving elaborate graffiti on the walls of their dungeons. The prisoners in the class-room could not conveniently cross to the wall, but they could, with due caution, furtively while away the tedium by carving inscriptions on the wooden tops of their desks. Indeed, in the more venerable educational foundations in Britain such inscriptions are carefully preserved as reminders of their illustrious alumni. By 1957 Selwyn House, even if without such valuable mementoes, possessed a remarkable array of aging desks, few of them without some reminder of former occupants.

Mr Rutley detected no historical merit in such vandalism, and in his form-room he set about repairing the damage. His charges worked hard, under his supervision, with sand-paper and tools, and obliterated many of the defacements. Their teacher's enthusiasm was, however, somewhat dampened when, after his careful explanations of the crass naughtiness of defacing school property, there was discovered on one desk the boldly incised name T. RUTLEY.

Actually, Mr Rutley was merely before his time in this move. Time eventually supplied a partial remedy. The modern boy, unlike his forerunners, does not take a pride in the possession of a very sharp pocket-knife, and even if he did he would find himself frustrated by the tough synthetic materials of which

modern classroom furniture is constructed. The present-day idler merely doodles with a ball-point pen, and hopes that he will not be included in the fatigue squad ordered to remove the scribbings with scouring powder.

Mr Rutley's stay was, in any case, brief. A year later wanderlust lured him to the Orient, from whence came reports that he was teaching English to the Japanese.

In June 1959 Miss Locke decided that her temporary assistance in the junior school, after almost ten years, had lasted long enough and she was replaced briefly by Mrs Etonda Farquhar. Mr Roland Philipp, recently graduated from McGill University, replaced Mr Rutley, but in 1961, after casual broadcasting experience with local radio, he left to join the B.B.C. in London, England. In June 1960 Mrs Tester and Mr Clearly both returned to England. Form D passed into the capable hands of Mrs Laura Maclean.

The athletics department passed to the control of Mr Martin Lewis, a Welshman who soon introduced his own special love, rugby football, to the senior school. Yet another Old Boy, Mr D. M. (Tim) Blaiklock (1936-1940), the Lucas Medalist in his final year, who had wearied of the tensions in the financial world, came to supplement the mathematics teaching and to assist with games, manual training and the wolf cubs. Finally, after an eventful ten years with the school, Mr Davies decided to seek greener fields.

During these years, the work of the school progressed placidly, with only a few unusual events to vary it.

In 1958 the first official diplomas were presented to the boys graduating from the senior form. Those involved in preparing them still recall the laborious experiments in the laboratory to produce suitable seals of black wax to adorn them, and the original diplomas have an added distinction of their own in the sometimes peculiar results of these efforts — results which were wisely not repeated, since after that gummed seals were adopted as a neater and simpler process.

In that year a new prize was endowed by Mr Charles Lineaweaver, in memory of Mr Thomas Chalmers Brainerd, an Old Boy (1922-1928) and a former director of Selwyn House Association, who had been one of Mr Wanstall's close friends. The prize was to be awarded for effort and public

spirit, and it took its place as the third highest award in the school, after the Lucas Medal and the Jeffrey Russel prize.

At about this time the chairman of the Board made an interesting gesture. The gulf between the Board and the staff seemed to Mr Maxwell to need bridging, and he therefore arranged a cocktail party at his home, at which the Governors and the teachers might meet socially, and by an exchange of views persuade one another that they were human beings motivated by the same interests. It was a shrewd move, and to a large extent it achieved its object. For various reasons, however, it was unfortunately several years before the Board-staff party became the useful and important annual event which it is to-day.

The following year added a unique decoration to the dining-hall — a portrait of the headmaster, painted by Mrs Eva Prager, the mother of one of the boys in the school, and an artist renowned locally, particularly for her portraits of children. One would like to add that it became the start of an impressive portrait-gallery, but so far it remains the only portrait in oils to adorn the school.

Of a different nature, an immensely successful acquisition at this time was the small but powerful snowblower which the Board provided for George and his assistants. It considerably lightened the work of the maintenance staff and reduced the hours of laborious shovelling in the driveway and around the rink. The residents of Chelsea Place did not at first appreciate the cascades of snow which in his early exuberance George tossed over the fence into their lane, but an amicable working agreement was quickly evolved.

Indirectly, it eliminated a traditional feature of the winter programme, the escape from class after a snowfall to clear the rink. In recent years it had become the senior mathematics classes which suffered in this way, partly by a quirk of the time-table which set them in the first period, and partly because the arrangement allowed Mr Moodey to supervise the labour. For by this time Mr Moodey had become the man to handle the odd jobs (especially those demanding impressed labour) which no one else cared for — such chores as erecting benches for assembly, carting furniture for similar ends, and scavenging squads — which may have inspired the otherwise cryptic comment of the youthful versifier who pointed out

TV has its Howdy Doody,
But we do better. We've Mr Moodey.

The demise of cricket in 1960 was to be regretted, chiefly by those fathers who played against the school each summer. It was bound to have happened sooner or later. No opposition could be found for the school team, and the boys had no real opportunity of seeing the game played by experts (or anyone else). It was becoming increasingly difficult to sustain enthusiasm, and to explain why double-plays were illegal or fly-balls to be discouraged. In 1956 the Bogert Cup had been given for competition between the school and the fathers, and Mrs Bogert had had the pleasure of presenting it for the first time to her husband, who had captained the winning team. But even a trophy could not infuse new life into a game against which the difficulty of finding a suitable pitch was insuperable.

But another, and vastly different, athletic award reach its full flower at this stage. Several years before Mr Tees had introduced annual matches, in hockey and soccer, between the senior form and the rest of the school — games which were not so one-sided as they might have been, since the fact that the better players were in the top form was offset by the lack of reserves upon which the team could draw. At the inaugural match the Tees Trophy was introduced — a tongue-in-cheek award consisting of an empty can begged that morning from George. Winning the trophy carried with it the curious penalty that the winners were required to do something to embellish it. The can was painted, and later inscribed; one year saw it festooned with primitive macramé. In 1960 the winners showed a greater enthusiasm, and discarding the unimpressive work of previous years, converted the can into an almost impressively mounted symbol of supremacy.

The new wing, opened in 1960, added greatly to the amenities of the school. The congestion caused by crowding a class into the tiny visual aids room was more than offset by the novelty and usefulness of being able to view slides instead of crude blackboard sketches. (It also provided a theme for one of the most successful skits at the annual entertainment, when

Allan Zinman, transformed by Mrs Howis' clever make-up into a hilarious caricature of Mr Moodey, brought down the house with his attempt to conduct an illustrated natural history lesson). The greatly increased class-room area gave to the smaller boys the feeling that there were strange and unexplored fastnesses in the building which, when they grew older, they would be able to explore. They never did, for the school could enjoy the additional space for only a year before this phase in the history of Selwyn House came to an end.

The announcement of the projected move to Westmount came as a startling surprise during the summer term. To most of the boys, and perhaps even most of the staff, it promised an exciting adventure. There was even one delighted junior who, detecting in it a personal favour, went out of his way to thank Mr Speirs for moving the school to a position directly opposite his home. Yet in the enthusiasm for the change there were a few who could not entirely escape a nostalgic regret for the environment with which they had so long been familiar. There were even one or two who wondered to themselves how the school would fare in the new conditions, and what the future really held. But there could have been none with the prophetic vision to have foreseen the answer.

A brief footnote will round out the Redpath Street story. McGill University used the premises for administrative purposes. The handsome library was assigned to the Arctic Institute. The rink became a car park, but for years, except for discreet notices, there was no other outward change. Even the lion of the school crest continued to wave its forepaws in proud greeting from the facade of the new wing.

Changing circumstances, however, led the University to dispose of the property in 1974. Shortly afterwards the wreckers arrived, and in a few days every vestige of the Board's careful planning over the years had vanished in a heap of rubble. So swiftly did it happen that not even the mementoes in the gymnasium wall could be retrieved. For a couple of years the site, with that of the Brainerd house next door, lay neglected behind a rough wooden fence, and a sign-board threatened the condominium that the Governors had hoped to avoid. In the winter of 1976-77 the Percy Wal-

ters garden was excavated, and the contractors were temporarily frustrated by the underlying rock. With the spring, the sprawling building at last began to take shape.

To recall the old school in the once peaceful cobbled street is almost as difficult to visualize as the former Macaulay House, but memories of the days spent there remain fresh in the minds of the hundreds who enjoyed them and profited from them.

VII

The Board of Governors in Westmount 1961-1971

The move to Westmount was not a simple transference of the essential equipment from one building to another. Though a general appraisal had deemed the new premises eminently suitable, no one had deluded himself that they were perfect. Extensive renovation in several ways was needed, and considerable modification was in fact necessary. Indeed, as it proved in the long run, the continual task of adapting "the plant" to the needs of the school had not been left behind, but had accompanied the Board of Governors from Redpath Street.

Three sub-committees of the Board were appointed to cope with the work entailed, and they spent long strenuous hours in making the migration successful. Messrs John Bourne, Hugh Norsworthy and Drummond Birks set about organizing an intensive campaign for the funds to finance it all. A building committee composed of the chairman, Mr Maxwell and Mr Victor Mills, with the headmaster to advise it, worked with Mr Nobbs to plan and implement the required alterations. In dealing with the furnishing and the interior arrangements, the chairman and the headmaster called upon the assistance of Mr William Molson and Mesdames Coristine and Stikeman.

The Board discovered that it had acquired inadequate boilers and a defective roof. The former were replaced, but the latter, while improved, has remained a permanent problem which even sixteen years of endeavour have not yet solved. Locker space was inconvenient and insufficient; there was neither kitchen nor dining-hall. All this demanded a major

construction operation to be completed during the summer vacation.

Arrangements for lockers were admittedly only temporary. The main room just inside the west door, in spite of judicious use of available space, was already too small. Nor was the second locker-room adjoining the gymnasium sufficient, even when the clumsy communal lockers upstairs were used for sports gear. The juniors found themselves banished to the basement of the janitor's house on Argyle Avenue.

On the second floor, what had been a luxurious staff-room became a class-room, with the staff in smaller rooms elsewhere in the building. The principal's office had been a snug little retreat reached only through the office — an arrangement calculated to make the headmaster inaccessible which in no way commended itself to Mr Speirs. He installed himself in the main office, with Mrs Howis in the inner sanctum, a move which necessitated further reconstruction. A rear door and a special platform over the stairs allowed access to Mrs Howis without intruding upon the headmaster; the door of the safety vault had to be moved outside the new study, and the master clock was banished to an adjoining class-room. The main office was set up further along the corridor.

The chief modification was on the ground floor where, except for the gymnasium, a complete remodelling was involved. The full length of the building had been occupied by the science department, which took up far too much space for the school's immediate needs. The chemistry laboratory, at the west end, was left as it was found, which was, to say the least, in a parlous state. Those who used it in those days will recall the battered benches with their elevated bottle-racks obscuring the blackboard, the broken drawers, most of them unfit for any kind of use, and the extraordinary and inefficient exhaust system of unsightly pipes festooned untidily across the ceiling. What had been the adjoining chemistry lecture room was converted to a physics laboratory. The old benches from the other end of the ground floor were utilized as an economy measure, but they were provided with sinks, gas-taps and electrical outlets — yet another unforeseen and heavy expense, since pneumatic drills were needed on the rock beneath the floor before the plumbing could be installed. The small store-room was assigned to Mr Phillips in his capa-

city of senior master; in it, just inside the front door, he held court amidst a surfeit of cupboards for which even his utmost ingenuity could never find a use.

The east end of the ground floor was to become the dining-hall. Here there was no need for parsimony or makeshift, for Mr and Mrs Coristine generously offered to defray the cost as a memorial to their son Christopher.

Christopher Robert Coristine was the eldest of five brothers who have attended Selwyn House School. Before going on to Ashbury College he was a student here from 1948 until 1957. A clever boy with the world before him, he had during that summer been one of the crew of the training brigantine *Albatross* cruising in the Caribbean Sea. On 2 May 1961, struck by a violent storm in the Gulf of Mexico, the ship heeled over and foundered. Christopher, who was off duty below deck at the time, stayed to help a younger boy to escape through the flooded dumbwaiter to the galley, and so to safety. He himself had no time to follow. At the age of seventeen, Christopher Coristine sacrificed himself in a remarkable act of selfless heroism.

The new dining-hall was a fitting memorial, and a worthy replacement for the elegant hall at Redpath Street. Instead of a purely utilitarian room economically installed, Mr Frank Nobbs could design a hall of which the school could be proud. With light oak panelling on the walls and disguising the pillars which could not be moved, a polished floor of English oak tiles, and elegant lighting fixtures, the finished work was most impressive. A memorial plaque and an oil painting of the *Albatross* by Mr Harold Beament, R.C.A., completed the installation. And opening off the hall, what had been a science demonstration room was converted into a well-appointed kitchen.

Meanwhile, on Redpath Street, a prodigious tasking of packing had to be faced. Bulkier furniture presented no problem, since it could be left to professional movers, but the smaller articles which abound in such profusion in operating a school all had to be packed. Even before the boys and the teaching staff had departed on vacation a start was made. Mr and Mrs Speirs toiled with Miss Pick to pack the library books. George and his assistants coped with the pots and pans, crockery and flatware, tools and cleaning gear. Mr Moodey,

having dealt with the laboratory apparatus, stayed to assist Mrs Howis and Miss Gault with the rest. Mr William Molson arranged with his family firm to provide a prodigious number of empty cartons, and in a remarkably short time nearly a thousand had been filled and carefully labelled with their destination in the new building. The precaution proved wasted, since the men whom Morgan's sent to transport the cartons were almost all Italians with a minimal command of English. To them the inscriptions conveyed only that the cartons probably came from a brewery. They cheerfully overcame the difficulty by stacking the bulk of them in the gymnasium. Rarely had George and his staff worked so valiantly as they did then; nor did their muttered fulminations against the futility of foreigners detract from the colossal undertaking they so efficiently achieved.

Somehow, though in retrospect it is difficult to understand quite how, the chaos was reduced to creditable order by the time the school year was due to begin; there was no delay in opening in September. The boys took a little time to familiarize themselves with their new environment and for their wonderment to yield to acceptance of the novelty of it all, but they fully appreciated the enhanced *lebensraum*.

The new building was officially opened on 14 September 1961. With the whole school drawn up on the lawn outside and the members of the Board seated at the front steps, the ceremony was performed by Mr C. J. Cushing, the Mayor of Westmount. All past chairmen of the Board were present. Joining them were Mrs Algernon Lucas, the widow of the founder, and Mr Howis, representing former members of the staff. The mayor and Mrs Lucas together planted a maple tree on the east lawn to mark the occasion. A tree grows there still, and is reaching sturdy proportions, but it is not the original, which died a year or two later and had to be replaced.

A week later a reception and tea for parents and friends entertained over five hundred guests, eager to compare the new with the old and to discover the improvement.

One can understand the emotions which, a little later, prompted Mr Speirs as he stood looking out from his study window at the City Hall across the road.

"One day," he mused, "we may be able to acquire that building for our junior school."



Captain Algernon Lucas
First Headmaster



The School Premises
on Mackay Street.



LUCAS SCHOOL, 1911

Rear: Mr Lucas, Mr St George

Third row: C. Gault, J. McDougall, A. C. Evans,
J. S. W. Bell, R. Holt, D. Wanklyn, S. Carsley,
P. C. Drummond, D. MacInnes, M. Smith,
G. Joseph, W. Evans, O. Gilpin

Second row: G. Holt, W. H. Wilson, R. Jacobs,
H. Fairbanks, G. Fairbanks, L. Marler, J. Ross,
E. Hague, P. Ross, A. Barnard, D. Morrice,
J. Pangman, J. McIntosh, C. Black, G. T. Lafleur

First row: G. Robertson, F. Wilson, J. Barnard,
B. Fairbanks, M. D. Brown, E. Durnford,
H. Gordon, S. D. Cantlie, W. F. Angus, J. Gordon,
D. K. Black, R. Cowans, T. H. P. Molson





Mr C. C. Macaulay
Second Headmaster



Mr G. H. T. Wanstall
Third Headmaster



Mr C. T. Anstey

SPORTS DAY, 1923



Back row: (left to right) M. Cape; George Cantlie; Robert H. E. Walker; Ewing Tait; Bud Roberts; C. M. Russel; Buffv Glassco; Randal Gault; Murray Ballantyne; Howard Webster; T. Palmer Howard; Peter Riordon Thetford.

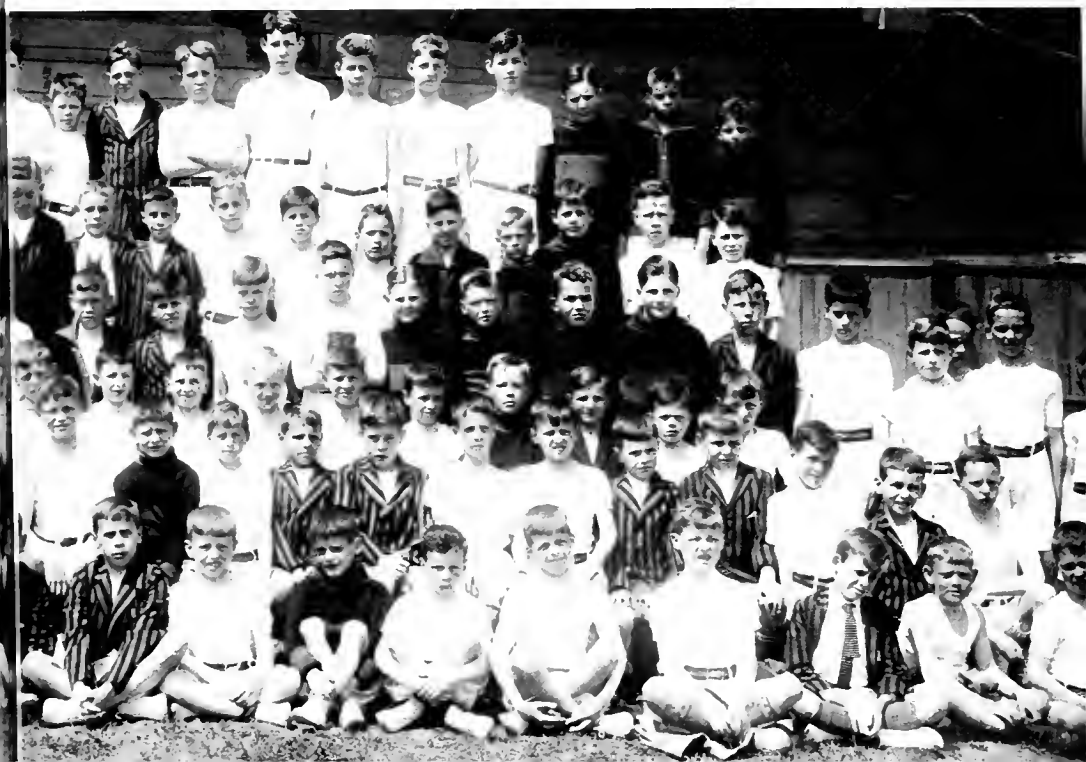
Second row down: Jeff Carrique; George Armstrong; John McConnell; David Mathias; Howard Hodges; Meredith Smith; Gerald Farrell; Malcolm Brodie; William Fairlie; F. Barclay Robinson; Donald N. Bvers; Cluny Dale; Robert R. McLernon.

Third Row down: Phillip Scott; Dick Baldwin; Alex Tait; Leo Ryan; Stuart Ebbitt; Glenholme Black; Phillip Hill; —Mackenzie; Richard Webster; John F. Isard; Herbert McLean; Trvon Nichol; Gordon Hutchison; —Williams; Gordon Savage; Ernest Usher-Jones; Gordon MacDougall; Archibald Greer.

Fourth row down: Guy Drummond; Fraser Gurd; Thornton Grier; —Ferrabee; Donald Markev; Paul B. Pitcher; Rodger Pitcher; Percy Lowins; Wilbur Hart; Andrew G. Grier; Conrad F. Harrington; Robert H. Craig; Peter Birks; Arthur Barry; Donald Galloway; Edward Coristine.

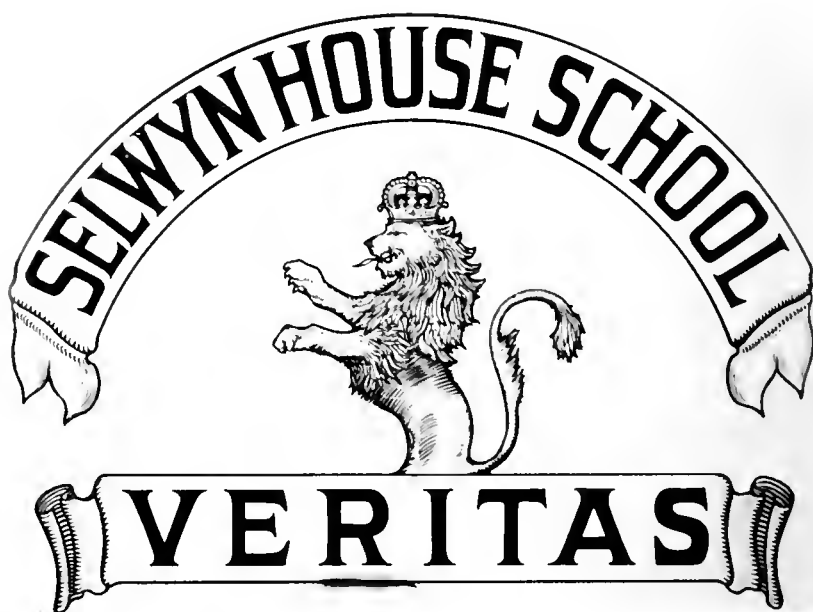
Fifth row down: Malcolm Mackenzie; Norman Galt; Dunn Lantier; Robert Pacaud; Ewing Starke; Frank Lamplough; C. M. Drury; J. Eric Harrington; Mark Farrell; Robert Coristine; Ernest McNutt; David Law; Christopher Everts; —Galt; —Schwob; Frank Hart; Douglas Calms; Stuart Gurd.

Front row seated: Brock Grier; Thomas Brainerd; Allan Lamplough; Eric Webster; Ross Newman; Fraser Coristine; —Davis; Alan Byers; Peter Worden; Alex Hutchison; Paul Sare; Leonard Schlemm; Rodney Patch; Henry Scott.





The School Premises on Redpath Street, 1930.



The original School crest.



(Right) Miss Afra Snead; (Lower left) Mr B. K. T. Howis; (Lower right) Major C. R. T. Jackson.



SELWYN HOUSE PREPARATORY SCHOOL

JUNIOR SCHOOL

Half TERM REPORT. 1927

Name—*John R. Williams* Class—*8*

Number of Boys in Class—*24* Place—*6*

Average Age—*9*

SUBJECT	REMARKS
Reading	<i>Good. H.B.</i>
Writing	<i>Has done good work. H.B.</i>
Spelling and Dictation	<i>Very fair. H.B.</i>
	<i>Shows improvement. H.B.</i>
History	<i>Very good. H.B.</i>
Geography	<i>Works very well indeed. H.B.</i>
Arithmetic	<i>Satisfactory progress. C.M.</i>
French	<i>Very good indeed. H.B.</i>
Conduct	<i>v. Good C.M.</i>

Next Term begins



A Report form from 1927.



"As You Like It", 1933.



THE SELWYN HOUSE TROOP, 1930

Front row (left to right): S. J. Johnston, P. C. Little, J. R. Burke,
J. G. Bourne, J. W. Stewart, W. B. Miller, R. Cowans.

Second row (left to right): J. R. Martin, D. J. Lantier, W. Brainerd,
Mr H. A. McVittv, F. W. Leslie, E. U. Jones, A. G. Campbell

Thrd row (left to right): H. J. Brodie, G. W. Miller, P. S. Macnutt,
R. P. Vaughan, J. W. Sharp, H. J. Kerr, J. C. Bishop

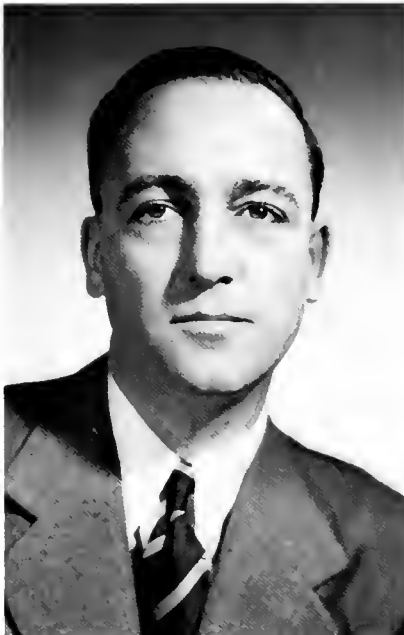
Fourth row (left to right): J. B. Porteous, R. E. Landon, J. E. Powell,
W. E. Burke, H. D. Spielman, W. F. Lyman



The Hon. G. Miller Hyde
Chairman, 1945-46 and 1951-54



Mr A. R. Gillespie
Chairman, 1947-51



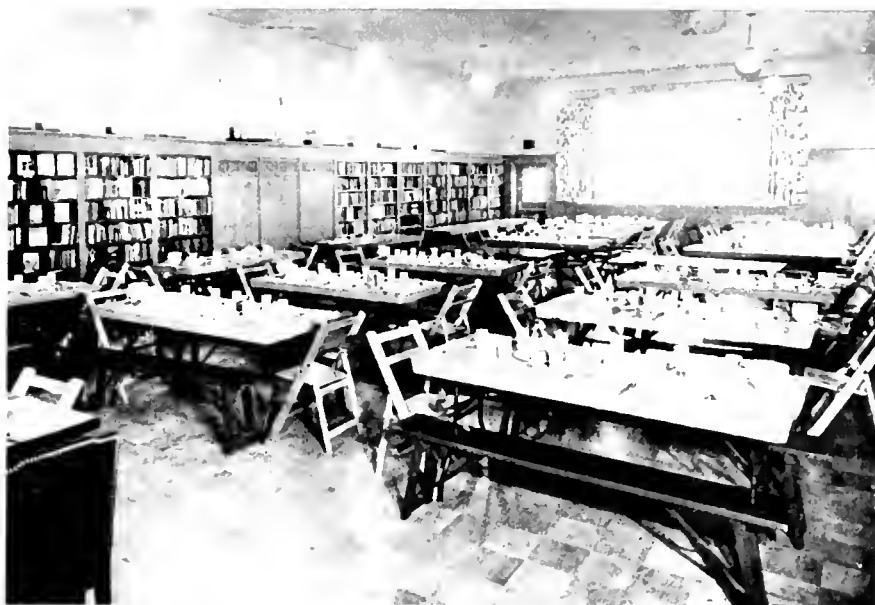
Mr G. H. MacDougall
Chairman, 1954-57



Mr H. S. Maxwell
Chairman, 1959-60



Colonel J. G. Bourne
Chairman, 1960-64



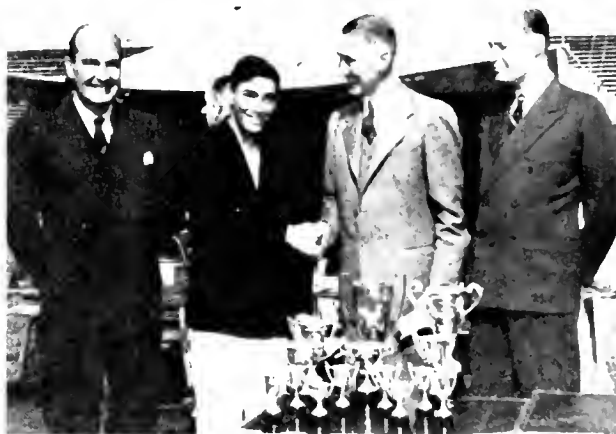
The Dining Hall at Redpath Street



The Laboratory at Redpath Street



The Prefects with R. A. Speirs in his first year as Headmaster, 1945-46. (front row) James Ross, Ian Bovey, Eric Marler, Gordon Sharwood; (Back row) Charles Taylor, The Headmaster, Robert Timmins



SPORTS PRIZEGIVING, 1952

Brig. Deane Nesbitt, H. Seifert, Mr R. A. Speirs, Hon. G. Miller Hyde





THE SENIOR CRICKET TEAM 1958

Mr Moodey, A. Miller, J. Stikeman, P. Schaal, Mr Phillips
J. McGillis, I. Riddoch, J. Keays, R. Henwood, R. Smith,
G. Peters, P. Webster, G. Tennant, M. Bastian



The School Premises on
Redpath Street, 1961



The School Premises at Westmount, 1961



Tree-planting at the Opening of the New Building, 1961
Mrs. Lucas, Mr Speirs and the Mayor of Westmount (Mr Cushing)



THE SCHOOL'S FIRST SENIOR FOOTBALL TEAM 1963

Front row (left to right): Doug Cousins, Peter Scrivener, Willy Wanklyn, Bruce Barker, Richard Kent, Andrew Vodstrel, Bruce Gill.

Middle row (left to right): Richard Dobell, Peterdick Mulligan, Duncan McMartin, Gordon Norsworthy, John Pike, Jon Scott, Peter McLeod.

Back row (left to right): Mr R. Anderson, Gary Gentles, Mike Dorland, Phil Thom, Keith May, Rodney Devitt, Ulrich Scheel, Allan Case, Dave Barker, Mr M. Sherwood.



Dr R. A. Speirs
Fourth Headmaster

Mr H. H. Norsworthy
Chairman, 1964-67 and 1976-



Mr D. M. Culver
Chairman, 1967-70





THE FIRST GRADE ELEVEN (Form VII, 1964)

Back row: C. S. Hoffman, T. J. Vowinkel, A. L. Vodstrcil,
W. T. Soper, M. J. Leiter

Middle Row: R. C. Diez, I. Roberts, J. W. Scott, D. C. McMartin,
M. Dench, W. S. Price

Front row: H. G. Norsworthy, Mr Phillips, Mr Speirs, Mr Moody,
J. D. Pike



ACADEMIC PRIZEGIVING, 1963

Brig. C. M. Drury, Gordon Norsworthy, Mr Speirs, Col. J. G. Bourne



Wine and Cheese Party at opening of extension, 1968



A seventh form impression of Mr Moodey, drawn by Ulrich School, 1963



Mrs Constance Howis
(Mrs Moodey)



(top) Mr J. E. Iversen; *(right)* Mr F. G. Phillips; *(below)* Mrs C. I. Markland (Mrs Borchard); *(lower right)* Mr "George" Dewland.





Mr R. C. Paterson
Chairman, 1970-72



Mr E. M. Ballon
Chairman, 1972-76



CANADA DAY, 1975: (top) Hugh MacLennan, Mordecai Richler, Naim Kattan, Jack McLelland, Robin Mathews; (upper left) A. R. M. Lower; (lower right) F. R. Scott; (right) Claude Ryan.





CONTACT, '76: (top) The Mayor of Westmount (Mr McCallum), the Hon. Claire Kirkland-Casgrain, Mr Troubetzkov; (upper left) Solange Chaput-Rolland and Irving Lavton; (upper right) Louis Dudek; (right) Mohawk Dance Group from Caughnawaga.



Mr A. S. Troubetzkoy
Fifth Headmaster



THE SCHOOL'S FIRST CHAMPIONSHIP TEAM. Senior Rugby, 1974:

Front row, left to right: D. Quantz, R. Weldon, J. McLean, M. Stark, W. Chambers, D. Smith, P. Burgess, G. Kyres; *(middle row)* C. Asselin, M. Borner, Mr P. Govan, T. Marchant, T. Konigsthal, J. Heller; *(back row)* B. Fitzpatrick, R. Goodall, A. Just, J. Goodall.



The Winning Point, 1977



The New Library, 1977

A preposterous dream? And yet, soon afterwards, a prospective parent, looking out upon the same prospect, could be deluded into saying to the headmaster, "What a magnificent chapel you have at this school!"

With the excitement of the move at last over, the Board of Governors found itself confronted with considerably more work than in the tranquil days on Redpath Street, and with a future in which it would be required to play a much more prominent part in the fortunes of the school.

The campaign for the necessary funds, which required the assistance of a professional firm, continued for almost a year, but it was eventually successful. The perennial struggle to render the premises adequate for a steadily growing enrolment and widening needs had not been left behind; if anything, it had become fiercer. At the move, the number of boys had been 292, and the chairman optimistically set 325 as a desirable maximum. A year later it had swollen to 349, and the Board raised the limit to 400. Nor was the expansion merely one in magnitude. The Board had to direct the transition from the simple demands of a preparatory school to the more intricate organization required by a high school. Above all, the happy isolation of the past, responsible only to the Board's own conscience, was no longer possible. More and more the influence and the authority of the provincial Ministry of Education had to be considered and to an increasing degree complied with.

Fortunately, all this did not come at once. The Board was able to extend its already great efficiency gradually to contend with the developing demands upon it. In the first year at Westmount, the main preoccupation, while the school adjusted itself, was with finances. In that connection, the school came within the ambit of Quebec's Bill 50, which offered government allowances to students of high school standing. The terms were not at first entirely clear, and complications arose from the non-denominational nature of the school. While Protestant students received grants, some difficulty arose in obtaining them for Catholic and Jewish pupils. The same bill urged that all teachers should hold provincial diplomas, a requirement in which several of the more valuable members of the staff fell short. For the time being it was

possible to consider their degrees and experience to be adequate alternatives, but obviously the time was coming when this would no longer be a possible loophole.

Before the year was out it became clear that the initial alterations to the building were merely a beginning, and that others would have to follow. The locker-room situation, with almost as many in the superintendent's house as in the school, was distinctly unsatisfactory. Even the gymnasium, whose greater area had been one of the attractions when the premises were first inspected, showed limitations.

For the first time in Mr Speirs' regime no dramatic entertainment was offered, for a very practical reason. The old stage with its quaint but useful accoutrements had been abandoned in the move. There was a stage in the new gymnasium, of greater surface area than the old one, but it was an extraordinary contrivance which, when not in use, was bolted in sections flat against the wall, and erecting it was a herculean labour. When eventually it was in place, it offered no means of supporting a curtain or scenery. As a compromise, a full carol service was offered instead, with the gymnasium decorated and illuminated by effective improvisation. Worse, though the stage provided ample room for the platform party at a prizegiving, it did not leave sufficient room for the expected audience. It proved necessary to divide the ceremonies into two sessions, with the lower school prizegiving in the afternoon and the senior in the evening — a not entirely happy device.

To provide both a centralized locker-room and an enlarged assembly hall was financially impracticable, and the Governors gave priority to the lockers. During the summer a new wing was added to the northwest corner of the building. The design produced a distinctive feature which persisted for a few years but which, amidst the multiplicity of modifications in later days, is almost forgotten. A stairway from the locker-room on the ground floor led up to the west end of the second floor, into what had once been a staff-room, and for one brief year a class-room. Into this room the junior lockers were closely packed. The need for the superintendent's basement was eliminated; a new use as a manual-training room was found for it.

The comparative uselessness of the gymnasium stage was rectified in the winter term. The cost, as first estimated, was alarming, but fortunately the contractor, when challenged, considerably reduced his charge. Even so, it represented a greater outlay than had been expected.

Perhaps the most significant development in the Board of Governors at this time followed from its recognition that its responsibilities and business had become too onerous to be handled, as in the past, by the executive committee alone. A pattern had been established in 1961, when sub-committees had been appointed to handle special facets of the move. Now, a year later, sub-committees became a permanent feature of the Board's working method.

Growing enrolment, and the need for compromising between the larger number of applicants and the possible vacancies, led to the formation of an Enrolment Committee under the chairmanship of an Old Boy, Mr A. G. Magee (1928-1935), charged with formulating a policy to govern future admissions. At the same time the Board proposed the formation of an Admissions Committee, whose members were to be selected by the chairman and whose identity was to be concealed. The purpose of this body was to furnish guidance to the headmaster if and when he felt the need for such advice. Mr Speirs, however, proved fully capable of making the decisions involved without extraneous assistance, and the committee never actually functioned.

A Sports Committee, composed two other Old Boys, Messrs W. M. Molson (1928-1933) and A. M. Dobell (1930-1935), was far more active. Designed to work in conjunction with the games masters, its immediate concern was the provision of adequate playing-fields. The possibility of acquiring the school's own grounds was closely considered; sites at Nun's Island, Dorval and St Laurent were suggested. For a number of reasons, not the least of which were the cost of transportation and the travelling time, the idea was rejected. Instead, it proved possible to make satisfactory arrangements for the use of Westmount and Murray Hill Parks. The principal aim of the committee, however, was to investigate the possibility of introducing Canadian football as a major sport, and at this it worked assiduously.

A further sub-committee, working with staff representatives and some of the senior boys, reviewed the dress regulations. The old irritation of unauthorized deviations had reappeared, and discussions were lively. The more conservative committee members, somewhat to their surprise, were obliged to concede that perhaps times really were changing, and to permit some practical modifications without relinquishing the essential character of the uniform.

A little later another sub-committee appeared, to work with the Old Boys' Association in raising additional funds.

In May 1963 ill-health forced Mrs Howis to tender her resignation, after more than a quarter of a century of steadily growing importance to the school, during which time she had become a very real, if too often unacknowledged, power behind the throne. Her administrative responsibilities during that time had expanded enormously, so that in 1958 she had been obliged to relinquish the detailed book-keeping to Mrs Ella Smart; even so, more than enough work for one had remained in her hands. The Governors, recognizing the importance of her services (and in a spirit that nowadays might rouse feminist indignation), decided that it would be wiser to replace her with a male bursar. Lt-Col. R. M. Campbell was appointed. The term "bursar" did not survive; in time his title became that of administrative secretary, which afforded a dignified cover for multifarious duties, not all administrative and not all secretarial.

The growing number of boys in the school automatically led to an increase in the number of classes, since experience had long ago taught the unwisdom of permitting any one form to become unwieldy in size. On the other hand, the rooms in the building had been designed to hold forty or so, and were therefore unnecessarily large. During the summer six large rooms were converted to nine smaller, and by cutting off the end of the former botany laboratory an additional office was created. At the same time facilities in the showers and drying-rooms were extended. The next annual meeting of the Selwyn House Association, in October 1963, was assured that after these changes the Board foresaw no further major reconstruction in the immediate future. For five years the promise held. In the following summer, except for converting the unsightly and useless lockers in the second-floor corridor

into book- and display-cases, essential renovation only was attempted.

The year 1963-64 marked a distinct point in the evolution of Selwyn House School, though most people now might find difficulty in readily associating the date with any particular event. The longstanding ambition became a reality, and form VII at last appeared. The first matriculation class in the history of the school was ready to brave the world.

There had been much earnest discussion as to which public examination should actually be written. The McGill junior matriculation examination not only set a considerably higher standard than the provincial leaving examination but, to judge by reports from other schools, its administration was uncertain and its standards variable. Nevertheless, it was the McGill examination for which the boys eventually sat, and they emerged triumphantly from the ordeal.

With the coming of form VII, the Sports Committee was able at last to introduce Canadian football. Equipment was provided on a rental basis, and the boys turned to the game with an enthusiasm that gratified its sponsors. Not everyone, it must be admitted, hailed the innovation with unqualified approval. There were many parents who evinced grave doubts over the time consumed by practices, and the possible effect upon academic achievement. There were Board members who, in view of the attention being given to the new sport, openly wondered whether hockey was being thrust into a secondary status and, to some extent, neglected.

In the light of hindsight, it seems that it was largely the exuberance of the footballers and the novelty of the new departure which gave rise to the impression, though a further factor may have lain with the available facilities. Football fields were easier to secure than hockey rinks. The shortage of ice had, indeed, led to the serious proposal in Board meetings that the house on Argyle Avenue should be demolished to enable the erection of a full-sized rink behind the school. City zoning regulations, together with financial and other practical considerations, frustrated such a scheme without actually killing it. Long afterwards there were still those who dreamt wistfully of a covered rink with possibly a floor above it housing other assets to education; at one point there was even a vague dream of an art department, with its own picture gal-

lery, over the new rink. But the more practical advisers have, so far, triumphed in this respect. Meanwhile, additional ice was found by renting the Forum twice a week.

With the school at last at its full growth, a long-projected scheme could be realized at the beginning of September 1963. The Governors had long contemplated a scholarship fund in which the school and the Old Boys' Association might co-operate, and a great stride towards achieving that dream was taken with the establishment of a Bursary Fund. Revenue from various sources was earmarked for the purpose, which was to enable deserving students, who might otherwise encounter financial difficulty in doing so, to complete their pre-university education. The bursaries were to be available to boys in grades 10 and 11 whom the headmaster felt were promising enough to deserve such assistance.

One further step forward came with that year. The need for a high standard of French, which the changing political climate in the province was making steadily more essential, led to the introduction of a French summer school for two weeks of the long vacation. The move proved highly popular, and seventy-five students enrolled for the first session.

In October 1964 Mr John Bourne retired from the Board of Governors. His chairmanship had coincided with the transition from Redpath Street and its comfortable life to Westmount with its greater complexities, and it had been primarily his influence which had achieved it. In the magazine his successor declared

John Bourne had the courage to move forward. There were many facets to his leadership: the vision to see the challenge and the courage to accept it; the ability to crystallize agreement amongst his associates; the capacity to organize for action; the energy to see that the difficult was accomplished on time. As the new course of the school became clear his continued enthusiasm enabled Selwyn House quickly to consolidate its new position.

The school was indeed infinitely fortunate, in the crucial days of decision which involved the move to Westmount, to have had as its chairman a man of Mr Bourne's outstanding character. His long years of distinguished leadership in the construction industry, his wide administrative experience, his

marked ability and unrelenting drive in raising much-needed funds, and the military precision with which he moved logically from one important tactical step to another, all proved vital to the success of the undertaking, and, considering how extremely busy an executive he was, it was quite incredible how much valuable time and talent he could dedicate to the destinies of Selwyn House. Nothing escaped his observant eye. Always quick to praise and loth to criticize, never deferring decisions once the pros and cons were carefully weighed and all concerned painstakingly consulted, Mr Bourne was a team captain whom all were proud to serve.

His place as chairman was taken by Mr Hugh Norsworthy, an Old Boy (1931-1937) with a distinguished war record. His two sons were in the school; the elder, Gordon, as a result of the expansion to matriculation level, had had the unique distinction of being head prefect for two consecutive years. Joining the Board of Governors in 1959, Mr Norsworthy had become treasurer in the following years, and in that capacity had played a prominent part in transferring the school to Westmount. Of the Board over which he presided, only Mr Bartlett Morgan had been a member in the Redpath Street days; the others had all been appointed since the move.

Now that it was qualified for membership by offering a complete pre-university education, Selwyn High School was at this time accepted as a member of the Canadian Headmasters' Association, a conference by means of which independent schools across the country keep in close touch with one another and exchange information and ideas upon pedagogical trends. Mr Speirs had, for a number of years, been an honorary member of the Association; Mr Philip Ketchum of Trinity College School had felt that such a position would be of value to all concerned. Now, after the school had been inspected by representatives of the Association and given a good report, it took its place in the Association in its own right.

At the same time the Quebec Association of Independent Schools was taking shape, as a similar body designed to enable schools in the province to confer upon the steadily increasing influence of the Quebec Ministry of Education and, while retaining their independence of action when it was desirable, to present a united front should it be necessary. Gone for ever

were the days when Selwyn House could really act independently, with a cheerful disregard for the world beyond its walls.

Financial complexities remained prominent during Mr Norsworthy's chairmanship. The difficulty over provincial grants to parents remained unresolved, since the Catholic School Commission detected obstacles to paying grants to students under an essentially Protestant curriculum, but some months later the position was clarified and retroactive payments made. The introduction of the Québec Pension scheme in 1965 revived discussion of staff pensions. Fresh legislation seemed to hold out hope that it would be possible for Selwyn House staff to abandon the somewhat inadequate group plan of 1958 and to enrol in the provincial teachers' pension arrangements — a possibility which three years later became a reality. The same legislation brought the prospect of a government grant directly to the school in the near future, though the conditions upon which it might be made were far from clear.

Mr Norsworthy was also concerned over the alarming proliferation of the sub-committees of the Board, of which there were by that time nine. Feeling that they dealt with unduly restricted fields and dispersed the Board's energies and efforts, the chairman proposed reducing them to three permanent committees, of which the executive committee should obviously remain the chief. A maintenance and operations committee was to supervise the physical assets of the school, with an education committee overseeing the aims and scope of the academic work. This streamlining was a wise move. At the same time, the continued need for committees of any kind clearly indicated that the old policy of allowing routine work in the school to pursue its course without intervention from the Governors had been abandoned.

As if to illustrate that fact, there was the question of the subdivision of the forms, now that the boys in the same grade could not all be included in a single group. Split forms were no novelty. They had been required frequently in the past, fusing again into one when numbers thinned higher in the school. By this time, split forms had become necessary at virtually all levels except the lowest and the highest. How the forms were split had been left to the judgement of the senior

staff, and the general policy had been to aim at groups with a comparable spread of ability in each part of the form.

Some members of the Board, but even more enthusiastically a few of the staff, advocated the adoption of "streaming" — the division of classes into groups containing boys at different levels of ability, rather than the existing mixtures of differing proficiency. All the usual arguments, for and against, were thoroughly debated without reaching a clear decision. Eventually it was decided to adhere to the existing course, which at least had the perceptible advantages that it did not develop a sense of inferiority in the members of a lower stream, and at least nominally offered the hope of the same standard of achievement to all boys in the grade.

By September 1966 the enrolment had reached 450. The headmaster and the staff agreed unanimously that, while this might be deemed a maximum figure, 425 to 435 represented the optimum. Beyond that number problems rapidly appeared — not only in class-room accommodation, but in the size of groups for effective gymnastic work, in dining-room sittings, playing-field groups and hockey practices. This optimum figure was accepted and has been maintained. The number in the "high school" forms was sufficient to qualify Selwyn House for modest government grants. For a brief period the financial position benefited from this, but a year later the government withdrew the grants and restored the *status quo ante*. Fortunately this fleeting taste of increased opulence had not encouraged any major commitments.

That is not to say that the Governors had stopped dreaming of improvements to "the plant". There had been a plan for a car park on the east lawn, which would have freed more playground space at the west end of the building, but the City of Westmount declined to sanction it. The two houses in Argyle Avenue, adjoining the one the school already owned, attracted the Board, though it was divided on the purpose to be served by their acquisition. Some still clung to the dream of an enlarged playground and a covered rink, and even the art gallery. More prosaically minded members felt that the houses could be a useful capital investment, with rentals as a useful source of income. In any case, since the owners evinced no pressing desire to part with their property, the plan remained a theoretical background to the Board's deliberations.

As a strictly academic issue, the earlier misgivings over the inconsistencies and unnecessarily high standard of the McGill matriculation examinations were growing into a definite dissatisfaction. Selwyn House was not alone in that. The principals of the schools concerned had met to discuss it, and a deputation headed by Dr Penton, of Lower Canada College, and in which Mr Speirs was included, had gone so far as to confer with the dean of arts and sciences at the university. No real progress was made, and the possibility of changing over to the provincial examination became more distinct.

In January 1967 Mr Norsworthy was transferred by his firm to Toronto, and consequently was obliged to resign from the Board of Governors. He had assumed the leadership of the school when it faced not only the changes that matriculation classes brought in their train, but the first tokens of a coming widespread malaise in the whole field of education. Mr Gillespie, in 1950, could tell the headmaster that it was his job and his alone to see to the successful running of the internal affairs of the school and to bring as few problems as possible to the Board, but Mr Norsworthy, fifteen years later, had faced a world where an ever-increasing number of parents, teachers and senior students claimed a greater and more decisive voice in administration and policy, and where the provincial government was beginning to exercise its authority even in the independent schools. Mr Norsworthy was admirably suited to the task confronting him. While never having any doubt concerning his own opinions, he never gave them an undue prominence, but opened a wide net to gather the considered judgements of others, and showed a rare skill in arriving at a first-class consensus. His strategy was necessary in the disturbing times through which he kept a deft hand on the tiller, and the school owes a debt to his adroit leadership which avoided so many reefs of discord and discontent that plagued the establishing of a secondary education in the mid-sixties and later.

The new chairman was Mr David M. Culver, another Old Boy (1931-1939) from the Wanstall era who, joining the Board in 1961, had succeeded Mr Norsworthy as treasurer. Of the first eight chairmen, he was the only one who had the advantage (or disadvantage) of having, as a student at Lower Canada College, sat in one of Mr Speirs' classes — a reversal

of roles which in the outcome proved singularly happy and effective.

One of his first moves was to press for the formation of a special Education Committee to oversee various aspects of the school's programme without interfering with the detailed work of the staff. It was to concern itself with such questions as the choice of curriculum and teaching methods, the size of the school and of classes, entrance examinations, scholarships and bursaries, and relations with universities and the Ministry of Education.

At the same meeting the Sports Committee, which had remained one of the most active parts of the Board, reported that the games staff was divided upon the issue of embarking upon a Greater Montreal Inter-Scholastic Athletic Association programme. The question was not so much whether the boys had advanced sufficiently to justify competing with the high schools in the city, as whether available numbers made it possible. While Selwyn House had perhaps thirty boys from whom to choose a team, which left little margin for casualties, a number of other schools might have at least three hundred aspirants for a similar team. It was decided to affiliate with the G.M.I.A.A. for a trial year and to aim at entering a team in the Bantam League. The Sports Committee also recognized that the increased numbers in the school had made the Sports Day programme cumbersome, and for the coming year it agreed to a divided track meet.

The dream of the indoor rink still had its fascination, and as a result the dream of acquiring the houses in Argyle Avenue continued to haunt the Governors. In 1966 some had even suggested, with wishful thinking rather than reality prompting them, that if the artificial ice could be shared as a project with Westmount, the city's objections might be overcome. Six months later enquiries revealed that the owner of one house might be persuaded to sell, and in February 1967, though misgivings were growing, the idea of the covered rink was still being urged. Mr John Marler, a shrewd lawyer and a distinguished Old Boy (1915-1921), who had joined the Board in 1961, and whose blunt and penetrating comments had always done much to keep the exuberance of the Governors within practical bounds, did try to curtail the perennial discussion with the recommendation that they should consider first

things first, and with the contention that educational facilities were far more important than a costly rink. He did not prevent the continued negotiations, for at the next meeting the prospect of defraying the purchase cost of the houses by short-term rental had gained ground. By October the school was virtually committed to buying the two houses.

The delay was caused by the question of the right of way through the lane separating the houses from the school, a point which had long been at issue. Early enquiries had discovered that the school's right to the lane was prescriptive only, though the city authorities had given an assurance that unless the property were sold the right was not likely to be challenged. Research failed to identify the owner of the right of way, and the houses had to be acquired without reference to it in the contract. During the summer of 1968 efforts were made, without success, to persuade the city to re-zone the property. It remained residential, and the lane had to be retained to allow possible access for the fire brigade's equipment. The school nevertheless profited, since the rental of the houses did indeed produce a useful addition to income.

The dream of a rink, however, faded before the need for more work on the school building. Early in March 1967 the need for a new boiler was becoming pressing, and suggestions for an enlarged gymnasium with basement lockers were seriously being advanced. The Education Committee was contemplating a triple stream in the middle school and a probable enrolment of thirty or more in grade 11, with the need for dividing the form — all of which implied a need for more class-rooms. Three possible plans were fully discussed.

One which held a curious attraction for some Governors came from an unexpected source. The developers of a new residential community on Nun's Island proposed that Selwyn House School should transfer itself, wholly or in part, to the island. The developers obviously discerned the advantages of having a school of established repute as an inducement to prospective settlers. In return they offered the lure of the necessary premises with adjacent playing-fields. Mr Nobbs and Mr Speirs spent considerable time on the island investigating the possibilities, the blueprints for a school were actually prepared. The site beside the river was not unattractive,

particularly with the sports facilities which could also be used by the junior school in Westmount. The less accessible position was a drawback. An even greater deterrent was the proposed ninety-nine year lease, which meant that the school would not only not possess its own building, but would in the end lose everything.

After prolonged consideration the offer was rejected. Undeterred, the developers made a fresh approach. They offered the use of land for playing-fields, provided the school would grade and sod it, and pay a nominal administration fee. It seem obvious that the developers were anxious to exploit Selwyn House's name, and were more concerned with their own welfare than the school's. This second offer was also turned down, and no further advance was forthcoming.

A second possibility was to adapt the houses on Argyle Avenue, once they had been acquired. The only merit in such a step was the smaller expenditure involved. Past experience with premises not primarily designed for the purpose militated against it. Nor was it at all certain that the city's consent could be secured.

The remaining proposal which, in spite of the prodigious financial problem involved, gained greatest support was to enlarge the existing building. In November 1967, after a lengthy and detailed conference with Mr Nobbs, at which the opposition was surprisingly strong, the Board eventually agreed upon the advisability of the extension; but it also agreed that it should not be undertaken until most of the required revenue had been raised.

A series of meetings with the city's architectural committee followed, with the school represented by the headmaster and Mrs Walford, a Governor who was also an architect. Considerable difficulty, and some opposition from neighbours, were encountered. The question of the lane recurred, and the school was forced to yield over it. To have built right up to the superintendent's house, as was proposed, would have made it necessary to consult all nearby owners, who might well have refused their consent. It was a profound disappointment, since it curtailed needed space — a disadvantage still obvious in the awkward shape of the stage in the gymnasium and of the room above, designed originally as a geography labora-

tory. However, Mrs Walford did much to win over the city authorities, and to help with the adaptation of the plans which Mr Nobbs prepared.

In January 1968, when the provisional plans were available, it was decided that the executive committee should circularize parents to explain both the need for the extension and the cost involved, and to invite them to a general meeting at the school. The Board meeting which decided upon this unprecedented step was marked by a spirited exchange of views. In particular, Mr Marler suggested that, since no one was as yet clear about the status of private schools in the province, or of the government's real attitude, it might be wiser to defer expansion until more was known. Mr J. M. Scott, as chairman of the Education Committee, insisted that the expansion was essential if the traditional standards and effectiveness of the school were to be maintained. Mr Marler drily retorted that the same end could be achieved at considerably less cost by reducing the size of the school to fit the existing premises. Ultimately, however, he yielded, with the final advice that it might be as well to plan the extension without thought of provincial assistance.

The parents' meeting in the gymnasium was well attended. Mr Culver found his skills as chairman gravely taxed at times by some of the eccentric and preposterous byways into which parents with greater enthusiasm than acumen strayed from time to time, but from the relevant discussion a consensus of feeling emerged clearly. Sports were deemed subservient to the academic programme, and there was an intense desire to maintain at all costs the high standard established in the past. Since the proposed construction was necessary for that end, it received general approval.

With preliminary plans drawn, and with geological tests of the area into which piles would have to be driven, the Board decided to go ahead with the campaign for the required funds, provided that tenders could be kept low enough. By July, in spite of a gratifying response to the general appeal, the threatened deficit seemed overwhelming. The more timid Governors even suggested abandoning the whole project, but the majority was reluctant to give up after so much had already been done. Some proposed a fresh start with a different architect, but this was rejected as too time-consuming. The

more optimistic view ultimately prevailed, and the Board resolved to press on and to make a more intensive campaign in the autumn.

During the summer the work proceeded feverishly, but in spite of reasonable progress it was soon apparent that it could not be completed in time for the opening of a new school year. The elegant new laboratories which Mrs Walford was supervising were delayed by the failure of the furniture to arrive. The subterranean locker-room and changing-rooms were not completed until the end of November, which entailed considerable inconvenience, with the gymnasium in the meantime converted into a congested locker-room. The new upper floor, with its north wing, was completed by mid-December, and the final touches to the enlarged gymnasium were added before Christmas. The renewed campaign for funds had proved successful, and the Board jubilantly celebrated the opening of the new building with a wine and cheese party on February 11.

The alterations were the most extensive that the school, in its long and varied history of rebuilding, had so far known. Most striking, perhaps, was the gymnasium, which had been doubled in size and provided with ample storage bays and a platform, as well as an intriguing spiral staircase to the office above, but equally important was the spacious locker-room under it. The library had been transferred to the second floor, where the junior lockers had been; it was considerably larger than its old home, and could be divided into two sections by a folding partition. On the third floor new class-rooms appeared in the north wing, over the extension to the gymnasium, with a new stairway at the end, leading down to the ground floor. The former library provided, at last, a common-room large enough for the men on the staff, and the additional rooms allowed one on the second floor to be assigned to the ladies. Gone, at last, was the primitive and unsightly chemistry laboratory; it had been redesigned elegantly and functionally, with a comparable physics laboratory across the corridor. All who inspected the improvements (and very many old faces from the past reappeared to admire the Board's achievement) were impressed by the elegance and usefulness of it all. Once more the school spread itself luxuriously through the increased space and, as had happened so

often in the past, was soon wondering how it had managed without it.

Behind this visible achievement had lurked, for several years, a more formidable problem for the Board, that of its relations with the provincial government.

At the beginning of Mr Culver's chairmanship, Quebec had introduced its Bill 25, which affected staff qualifications and salaries. Younger members of the staff benefited from its provisions, but the older teachers were left to rely upon individual contracts with the Selwyn House Association. The precise implications were not immediately clear, and the Q.A.I.S. watched the position closely. What was obvious was that Selwyn House found itself trapped between two different salary systems, to its disadvantage at a time when financial resources needed careful nursing. The threat of government control was disturbing, but since the independent schools showed no unanimity in their defence against it, the Q.A.I.S. decided to submit no brief, but to await development. Acting on its own, Selwyn House decided to adopt a special treatment for

those members of the staff with less in the way of paper qualifications, but of much more real value to the school than would be intimated if they were paid on Quebec standards.

By mid-1968 the uneasiness in the province reflected itself in a decline in registration for the coming year. While the Board admitted that the standard of applicants seemed lower, much more influential factors were "tight" money and the population drift from Quebec which was beginning to show. A further source of concern was the Private Education Act — the so-called Bill 56 — which had become law in December 1968.

To attempt to recount in detail the earnest deliberations by the Board and the Q.A.I.S., which extended over a long period, would be idle. The major issue was whether the school, as one already recognized by the Bill as "in the public interest", should accept the grant proposed in the Bill, which would gravely restrict the fees which could be asked to cover additional operating expenses. The dilemma was not made simpler by uncertainty in official advice and delay in government action. Complex calculations were made to discover

precisely where the school stood, only to find that the Ministry of Education was, in a number of respects, uncertain of its own ground. Under the terms of Ministry directives, application was made for official "evaluation" of the school. This was actually arranged, only to be first postponed and then lost sight of. The independent schools were divided in their outlook. Some were chary of accepting grants, lest they should bring with them too great a degree of government control. Selwyn House decided to apply for the basic grant and tried to budget accordingly, though here governmental delay introduced further confusion. To the Board it seemed probable that increased government control was inevitable. In the outcome, the grants were never forthcoming.

Meanwhile, other business was not neglected. By December 1968 the hoped-for scholarship scheme was implemented and the first three awards were made. The possibility of adding biology to the curriculum was again raised, and it was decided to instal the requisite laboratory. Budgetary considerations actually deferred its construction during the next summer vacation, but after a year's delay the enlargement of the science department was accomplished.

The year 1969 proved to be one in which change on a considerable scale was in the air.

The headmaster's sudden illness, and his doctors' warnings that the time was near when he would have to restrict his activity, prompted the Board to prepare for that contingency by appointing an assistant headmaster. Of the staff with sufficiently long service Mr James Iversen, still comparatively young, seemed the most suitable, and, without any commitment to the succession, he was appointed to the position in April. Dr Speirs, meanwhile, was able to resume his duties as headmaster.

The most sweeping change came in the constitution of the Selwyn House Association and its Board of Governors. This was not undertaken lightly, but resulted from frequent meetings and extensive enquiry. The matter was first raised by Mr R. C. Paterson, an Old Boy (1934-1941) and parent who had been on the Board since 1965.

The by-laws, as they stood, precluded anyone from joining the Board of Governors without being first a member of the Association. In practice this had come to imply that the only

persons elected to the Association were those about to join the Board. In effect, the Board of Governors had become a somewhat restricted self-perpetuating body.

A number of methods of broadening the meaning of the Association was considered. One, a Parents' Association from which Board members might be elected was, after consideration, rejected on two grounds. In the first place, the interest of a parent was restricted to the years during which the boy remained in the school. In the second place, the Board felt that some protection was necessary against the danger of control falling completely into the hands of what they termed "activists". The annual general meeting in October 1969 resolved that the most satisfactory solution lay in making all paid-up members of the Old Boys' Association, over the age of eighteen and in good standing, members of the Selwyn House Association. This, it was felt, would ensure a more enduring interest in the fortunes of the school and, since many Old Boys in their turn sent their sons to the school, would give the desired representation to the parent body.

The Board of Directors (which at this juncture resumed the title it had discarded in 1951) was enlarged to fifteen, and the by-laws were appropriately amended. The composition of the sub-committees was redefined. Seven were named. Each was to be under a Board member appointed by the chairman, who in his turn would select two parents from among those volunteering. Each sub-committee was to include a boy from one of the two final years, selected by the boys themselves, and where appropriate a member of the staff was to be added. The headmaster was, *ex officio*, a member of all committees.

The revision was opportune, for it came at a time of widespread uneasiness and transition. Student unrest had started to disturb the calm of the educational world, and Selwyn House suffered very mildly from it. The senior boys, among their other caprices, felt impelled to go over the headmaster's authority by means of petitions addressed to the Board on a variety of subjects, some comparatively reasonable and some not, all of which the Board treated diplomatically while making it abundantly clear that it had no intention of permitting grade 11 to dictate policy. It was also the year of the October crisis in Quebec, during which emergency precautions provided a curious interruption in the normal routine.

In October Mr Culver vacated the chair which he had filled so admirably in difficult times. Whilst always giving the fullest consideration to individual expressions of opinion, he had the consummate skill of final persuasion that unfailingly brought even his opponents into line for unanimous action. His favourite maxim, "The longest journey starts with the first step", indicated his prevailing desire to avoid the negative approach to any problem, but always to start positive planning. Although a world traveller in his business, he kept in closest touch with all that went on at the school, even leaving his monthly agenda so as to be given an inter-continental telephone call in case of need. When the headmaster was unexpectedly taken to hospital in 1968 he awoke to find his chairman (just flown in from Australia) at his bedside to reassure him that all was safely under control. That was typical of the personal touch he always exercised, which, added to a brilliant executive talent and an abiding attachment to the best interests of his old school, made his years of leadership so vital and successful.

The tradition of an Old Boy as chairman was continued by his successor, Mr Robert C. Paterson. The year was essentially the climax to Dr Speirs' long career as a headmaster, and therefore the beginning of a transition from the regime of over a quarter of a century to a new and distinctive phase in the history of the school. A fitting distinction came in October 1970, when Selwyn House acted as host to the annual conference of the Canadian Headmasters' Association. A full and impressive agenda was arranged and flawlessly co-ordinated by Col. Campbell, and Dr Speirs was enabled, at one of the last functions of his long association with the school, to display to his peers the achievements of that time.

The Board was occupied, in addition to the normal incidental details of the work, with the coming transfer of authority and with suitably expressing appreciation of the retiring headmaster. Mr Paterson proved to be a leader well suited to the arduous task of selecting someone to follow in the wake of the four previous heads of the school, and his perceptive mind brought the Board to serious consideration of the short list and to making the final choice. The new headmaster was selected by February, and from time to time he visited the school in preparation to taking command.

On May 13 the Board entertained a large gathering of Old Boys and staff at the St James's Club, at the most lavish banquet it had ever organized, where it could express its appreciation of Dr Speirs' invaluable contribution to the school, and voice its regret that he felt obliged at last to heed his doctors' advice and to relinquish his position. Many and commendatory were the speeches; many and nostalgic were the memories recalled; and appropriate were the mementoes presented. The occasion strikingly revealed the high regard and the warmth of affection for Dr Speirs which persisted among the Old Boys who had grown more fully to appreciate his sterling qualities and abilities, and the sincerity of the aims and principles which had guided him through the years.

At the prizegiving in June, tradition was for the occasion laid aside. There was no invited guest speaker, for the evening was dedicated to the outgoing headmaster. Past chairmen were on the platform to honour the occasion and to voice the Board's encomiums; the headmaster-elect was there to present a symbolic key betokening the Freedom of Selwyn House. The climax to a moving evening came when the chairman announced that the Board was conferring upon Dr Speirs the title, unique in the annals of the school, of Headmaster Emeritus.

VIII

The Metamorphosis of Selwyn House 1961-1971

For the school itself the migration from Redpath Street was much more than the desertion of the "square mile" in favour of the newer English bastion of Westmount. The fresh environment was the first visible token of a steady transformation which was to follow. It marked the first step away from the sequestered privacy of the past, with the powers that be virtually unaware of the existence of Selwyn House, towards the full glare of public recognition. It was the start of the drift from the compact intimacy in which everybody played a part in all phases of school life, towards a looser confederacy of specialist groups, with most only remotely conscious of what the others were doing. It was, in short, a move from the comfortable simplicity of a preparatory school of repute, towards the more uneasy diversity of an independent high school with its own elementary department. It was, incidentally, the beginning of the transition from the orderly and disciplined system of the past towards the greater freedom and laxity with which the so-called permissive society menaced the future.

The first three years brought a steady growth, both in numbers and in attainment, reaching its climax with the graduation of the first matriculation class. The first signs of the future organization came, however, with a more marked dichotomy between the upper and the junior sections.

There had always been a distinction, of course, but when, with the move to Redpath Street, the senior and junior schools were brought into the same building the difference had been

in methods of operation rather than segregation. One could recognize a junior by the yellow trim of his blazer, and by the knee-breeches which became outmoded only in Westmount; the initiated might also detect a junior by his uninhibited social comportment. But there was no clear barrier to separate him from the rest of the school. Mrs Markland ruled over these smaller boys, without direct intervention from the headmaster unless it were specifically requested. They took their recesses and games at different times from the others, but merely because limitations of space dictated it. Juniors were immune from such senior hazards as formal detention classes and direct prefectorial reprisal; equally they were by custom excluded to a large extent from the unofficial activities of the forms above them. Form A had always been able to dominate the forms below them, unhampered by attention from form I above them; for each year form I passed through a turbulent adjustment to the grandeur of becoming part of the upper school, which left little time for them to notice their former underlings.

Now, with the two parts on different floors of a large building, the distinction between upper and junior schools became much more apparent; the junior school was more clearly an entity. The senior locker-room was no longer the junior playground in wet weather. Junior incursions into the mysterious regions above were restricted to the little processions in single file, following Mr Phillips to music classes in the tower room, and on such occasions loitering to explore was impossible. Even the library, on the third floor, ceased to be a rallying point for the two parts of the school. The new library, though smaller than its forerunner, was free from the intrusion of ravenous lunch hordes and boisterous cub meetings, and boys could be encouraged to use it for serious study and research, but there was no room for juniors. A junior branch library had to be installed in the show-cases on the second floor or, for forms C and D, in their form-rooms. And this separation was completed because boys of the senior school were, for simple reasons of discipline and control, discouraged from using the second floor corridor for anything but inescapable visits to the headmaster's study.

Nor could the scout troop afford a link, for with the move it had quietly, without fanfare, fallen into abeyance, and what

had once been the principal extra-curricular activity became a quickly forgotten memory. Only the Mackenzie Cup, one of the most imposing trophies in the school's possession, remains as a neglected reminder of the past glory of the 41st Montreal Scout Troop.

To combat this growing separation, Mr Speirs insisted upon stressing the basic unity of the school with the daily assembly, at which the whole school continued, as in the past, to meet as a body. It was the only way in which it was possible. Even the functions attended by the parents were forced to follow this tendency to division. In the first year at Westmount dramatic performances were impracticable, since the stage in the gymnasium lacked curtains. A carol service took its place. This, involving five distinct choral groups, was the only undertaking to involve both parts of the school, and it was only possible because the choristers, when not performing, could be hidden away in class-rooms, while parents of the senior boys, who were not actively engaged, tended to stay away. Parents and staff met as usual to discuss progress and problems, but the distinction between second and third floors tended to divide the parent body as it did the school.

The gymnastic display, demanding more floor space for performers than for spectators, had to be presented in two instalments. The lower school performed in the afternoon, while seniors displayed their skill in the evening. From the point of showmanship it was an improvement, since it afforded time and scope, not merely for routine drills by forms, but for more spectacular evolutions by specially selected gymnastic squads. So successful did it prove, indeed, that even when in later years a larger gymnasium was available the double display was retained.

A similar device was unavoidable for the academic prize-giving, since, while everyone agreed upon the desirability of holding the ceremonies in the school, to have put all the boys at once in the gymnasium would have left no room for guests. The lower school assembled in the afternoon, and the senior school in the evening, with different guest speakers for the two occasions. There was, perhaps, a compensatory virtue in the arrangement, since speakers could adapt their remarks to the boys present, rather than having to seek a compromise between being incomprehensible to the smaller boys and

wearisome of the older. It scarcely compensated for the unsatisfactory separation of the parents into two distinct sections, and it was purely a temporary arrangement.

These expansion years also produced a curious situation which was unique and which can never be repeated. For two years there was no graduating class, since the boys of form V remained to become in time the first form VII. Even with late additions to the class, they remained a select group of less than a dozen, and they enjoyed the distinction of being the "top" form for three successive years. They were not all prefects. For the first two years only four attained that status, though in the third year the number was raised to eight. The remainder were "acting prefects", which, as far as the boys they controlled could see, made them just as great a menace to their pranks. The distinction was an arcanum comprehended only by the older members of the staff and the prefects themselves. With so long a stint in office they must, it has to be supposed, have become the most efficient group in the history of the school, though doubtless prefects from other years will challenge the claim. More interesting is the fact that, creditably as they discharged their duties, by the end of three years they were wearying of the burden of authority. Gordon Norsworthy achieved the peculiar distinction of being head prefect for two consecutive years, which no other boy has had the opportunity of doing, but at his own suggestion he stepped down, in his final year, to the position of assistant head prefect to allow one of his colleagues to succeed him. In the third year new blood from form VI was infused into the acting prefects in preparation for a return to more normal conditions. It is equally noteworthy that during this period Andrew Vodstreil achieved a parallel feat of his own, by captaining his house for the full three years.

The years naturally brought changes in the teaching staff. From this point they became more frequent, partly because the growing school needed a larger staff, and partly because far more than in earlier years moved on after only a brief stay at the school.

Listening to the reminiscences of Old Boys always gives the odd impression that, after the exodus from Redpath Street, the teaching staff, though by no means colourless, was at least reasonably conventional, rather than composed of the

"characters" who figured so prominently in the early days. Perhaps this really was so. With a greatly enlarged staff the proportion of eccentrics was probably less, and their oddities were obscured by the dull sanity of the others. Perhaps with a larger proportion of transients fewer leave lasting impressions. It may also be a quirk of faltering memory among those recalling them. How many years must elapse before a comparatively rational teacher is transmogrified by changing times and outlook into a somewhat grotesque memory is a question we cannot attempt to answer here. Possibly at Old Boy's reunions by the year 2000 some of the present staff will have passed into legend as delightful oddities of the twentieth century, but the transition has yet to come. Meanwhile, there have been too many for them all to be recorded as they briefly crossed the stage. Some, however, warrant at least passing recognition.

Mrs Judith Clark joined the junior staff with the move into the new building and, except for a short break, has remained to become one of its stalwarts. Mrs Erica Sutton, who first visited the school with the purpose of persuading the headmaster to accept her son, found herself, somewhat to her surprise, engaged as the first specialist in Art; she introduced colour and collage in place of pencil sketching. In the senior school, Mr William Verrier offered history as his main subjects, with pedagoguical methodology as his real interest. In later years he supervised the institution of ability and intelligence testing on a systematic basis. He was also the driving force behind the attempt, which for a number of reasons proved unsuccessful, to create, three years later, a Student Council.

At the same time as these, Mr James Hill arrived as a languages specialist. With Spanish and English as his main subjects, he could offer Russian as an extra. He was essentially an "academic", with a taste for physiology and psychology as side interests and a Russian novel which he was writing as his hobby. As a Scot he betrayed a predilection for the egregious verse of William McGonagall, though he could find no echo in this regard among his colleagues, except in Mr Moodey. He took charge of the Oratorical Society, which in a very short time discarded its original title and became, more humbly, the Debating Club.

Mr Tony Vintcent, who came in the following September, stayed for only a year, but he left a tangible memorial. An Old Boy (1946-1952), he had included in his varied experience some acquaintance with professional theatrical work, and he used his knowledge to help Mr Nobbs to design the necessary machinery for the stage in the gymnasium. It took the form of a complex array of bars and pipes slung from the ceiling, to be raised and lowered by ropes and pulleys. The main curtain when required could be suspended from them; floodlights could be hoisted and plugged in at the gallery. With the aid of additional battens and halyards, and a lavish use of ingenuity and safety-pins, wings and backdrops could be mounted. The contrivance, awesome in its intricacy, lacked the simplicity of manipulation of the Redpath Street stage, and it needed a small army of the sturdier boys to heave it all into place, but it achieved its purpose. As a result, dramatic entertainments were revived. When, several years later, the gymnasium was enlarged, a part of this intricate gear was preserved on the ceiling over the new platform.

Colonel Geoffrey Brine, who joined the staff at the same time, already had considerable experience behind him. A career officer in the British Army, he had served many years in India and was an accomplished horseman, although in Montreal he preferred the greater convenience of the automobile. After retiring from the Army he had taught at Lakefield and Ashbury before becoming headmaster of the junior school at Bishop's College School. He was clearly the man to place in charge of the middle school. His ability to charm parents with his accomplished social manner while at the same time dealing firmly with petty complaints did much to enhance relations between home and school. He also relieved Mr Speirs of the supervision of the school magazine, without materially altering its format. And, on a more frivolous level, he was the first to register definite protest, in a fashion which diverted his colleagues, against the heavy plug tobacco which Mr Moodey favoured. For his first few years, Colonel Brine shared Mr Moodey's office, and even smoked a pipe of his own. When he elected to give up smoking, he tolerated the heavy atmosphere with resignation — until he expected to give audience to parents. Then from his bottom desk drawer he would produce a bottle of disinfectant with

which he sprayed the room. It was never revealed what impression on the visitors was produced by the cloying perfume with which Colonel Brine surrounded himself.

These arrivals were offset by the departure of Mr Tim Blaiklock to take up an important post at St Paul's School in London, England. In his short stay he had proved a most popular and valuable member of the staff. His calm efficiency in class had been notable, and his resonant voice was distinctive. When Mr Blaiklock was escorting his pupils through the intricacies of a geometric proposition, his every word was clearly audible throughout the corridor, and was not drowned even by the stentorian roars with which Mr Phillips punctuated his teaching. Mr Blaiklock's ready understanding of the boys, who appreciated his deft handling of the football on the rink even more than his mathematics, had made him a friend of all, and until the disbanding of the pack of wolf cubs had revelled in his example as their Akela. Some of the Governors, indeed, had considered him to be a potential headmaster, should the need for one have unfortunately arisen.

The most serious loss, in 1963, came with the regretted retirement of Mrs Howis, whose health had been gravely affected by her strenuous contribution to moving from the old school to the new, and by family cares. Her methodical efficiency and conscientious approach, as a perfectionist, to everything she undertook, had been an important factor in the school's success. Her calm handling of emergencies and her shrewd judgement in guiding the headmaster had combined with an ability to reach a definite decision without hesitation to make her services invaluable. Curiously, just before the end of her last term she was called upon to meet one of the most curious emergencies of all.

These were the days when the activities of the F.L.Q. had erupted into open violence. The school, happily, was a target in only trivial degree, with some panes of glass smashed and, on one occasion, the Canadian flag torn to shreds. Otherwise the disturbances seemed remote — until the morning when the preliminary events of the athletic sports were contested. On that Friday morning most of the upper school and the bulk of the staff spent the time at Molson Stadium, and returned with the pleasant anticipation of the half-holiday which had become customary. In their absence, a bomb had

exploded in the mailbox outside St Mathias' Church, within sight of the school. The returning athletes found the police in possession of the school, with orders that no one was to leave until the streets of Westmount were declared safe. A lucky few, whose parents had called for them, were permitted to depart, but most were detained. Mrs Howis and George had to achieve a minor miracle in providing a scratch lunch when none had been catered for, and most of the half-holiday was dismally spent in awaiting hastily summoned parents or, for the less fortunate, the lifting of the police edict.

A special farewell was arranged for Mrs Howis, at a cocktail party where past chairmen and Board members came to join the present Governors and staff in honouring one who was so highly esteemed by everyone connected with Selwyn House. Had Mr Wanstall been there, he would no longer have felt the need to qualify his praise. Not only the smaller boys, but all Old Boys held her in great affection. The farewell party proved to be the forerunner of the cocktail parties at which, in subsequent years, departing staff members are formally sent on their way.

The third year at Westmount brought six new staff members, to keep pace with the final stage of the expansion, though most remained for only a brief time. Among them was Mr Michael Sherwood, who strengthened the middle school, but displayed his greatest value in the expanding games programme. On his arrival he boldly made it known that he was determined that before he left Selwyn House would produce a champion team of skiers. Mr Tim Rutley, back from his oriental adventures with a wife as a souvenir, returned, this time to specialize in physics, for by this time mathematics and science had become too much to be handled, as in the past, by one person. Mr Jack Martin, yet another Scot, arrived as a Latin specialist, to relieve Mr Speirs of the senior work in that subject. He soon showed a marked versatility in handling a number of subsidiary subjects, including a notable skill with tools which made him the obvious man to supervise manual training classes. He proved to be one of the few to remain permanently at the school.

A sadder note was struck as the remaining links with the Wanstall era became fewer. During the year came news of the deaths of Miss Snead, Miss Bruce and Mr Howis.

This year, 1963-64, was a significant milestone in the development of the school, since it marked Selwyn House's attainment of its full vigour. The first matriculation results proved a gratifying success, and there was something fitting in the choice as speaker at the prizegiving of Dr Locke Robertson, the principal of McGill University.

With the senior boys now three years older than they had been in the past, the senior school showed a corresponding increase in its maturity of outlook and interests. It also presented a need for an adjustment in disciplinary standards, for while the old traditions continued to serve with the middle and junior schools some adaptation was needed in dealing with seniors. Perhaps it is not strictly true to claim that this manifested itself in the relaxation of regulations concerning the length of hair worn by the boys, but the shaggier locks which began to appear at this time, while not reaching the excesses of later years, were symptomatic of a changing outlook. A further evidence was the introduction of Canadian football as a major sport. It was a proud moment when the elect first appeared in the new panoply required by the game, proudly swinging their helmets as they burst from the dressing-room. It was even prouder when, in the first match against another school, the team emerged the victors. Not even the failure to repeat the triumph that season could lessen the enthusiasm or detract from the glory of having a football team.

The occasion was a fitting one, also, for revising the form of the terminal reports. The single sheets which had so far sufficed each term were combined into a booklet covering the full year. Apart from the more imposing appearance and the greater durability of the booklet with its distinctive yellow cover, the new format presented a convenient synopsis of a full year's progress. It had the added virtue of reminding the authors of what they had written a few months before, and thus eliminating the occasional unfortunate discrepancy between comments, and sparing the directors of studies the task of explaining to puzzled parents why a boy whose mark was improved was accused of relaxed effort — or conversely why a declared improvement had lowered the assessment. There was, admittedly, the problem of retrieving the booklets from parents at the start of each term; after a few weeks Miss Gault's

lists of what she termed "outstanding reports" began to appear on bulletin-board. This description once produced one of the most implausible reasons offered by a boy. The delinquent blithely explained his repeated failure to return his report book by declaring that none of his reports had ever been particularly outstanding.

At this stage the Board decided, at Mr Speirs' instigation, to recognize the increasing tendency for the staff to assume specialized and restricted functions, by introducing titles which would have astonished the earlier headmasters. Colonel Brine and Mrs Markland were already officially the heads of the middle and junior schools, and heads of departments were already recognized. The title of "director of studies" was introduced as indicating more clearly the scope of their responsibilities, and at the same time Mr Phillips, in addition to his dignity as senior master, became the director of studies for the senior school. These designations were of value in indicating to the rest of the staff and to parents where to turn for guidance and information concerning individual progress, and they relieved the headmaster of the mass of detail with which he could no longer deal without assistance. The directors of studies formed the nucleus of what was known as the Co-ordinating Committee. Together with the director of athletics, the administrative secretary and Mr Moodey they met with the headmaster at regular intervals to review the general position in the school and to plan forthcoming activities.

In this connection, a less felicitous title was created for Mr Moodey, who found himself saddled with the description of Supervisor of Discipline. In the broadest sense of the term it might have represented his curious position in the school, but unfortunately the uninitiated interpreted it in its narrowest sense only. Granted, he was naturally the stern disciplinarian. His appearance was usually sufficient to restore order from pandemonium, and a sensitive bush telegraph spread the warning as he made his rounds: "Cave! Moo's on the prowl!" It now fell to his lot to deal with major offenders, while the diversity of other organizational work in his hands was taken somewhat for granted. To adopt the terminology of *The Mikado*, Pooh-bah found himself looked upon as Lord High

Executioner, rather than his true role of Lord High Everything Else.

Of Mr Moodey's place in the scheme of things, one Old Boy has written:

I remember the terror I felt as a junior for this almost mythical being who lurked somewhere up on the third floor. Once a week, on our way to the tower room for singing class, we'd file past Mr Moodey's office. Those "in the know" would point out the spot in hushed tones. Stories were rife about students going in and never being heard of again — a sort of modern version of the myth of the Minotaur.

Except for the final two forms, the average student might cross Mr Moodey's path once or twice a year: At these isolated encounters he did not go out of his way to destroy our preconceptions. Realizing that we were in awe of him, he had the foresight to keep it that way.

In form VI Mr Moodey became our mathematics teacher, and I quaked before the first class of the year. If only there was a glimmering of humanity . . . As all who studied under him know, he had the driest wit and the most developed sense of humour in the school. I never realized there was a lighter side to logarithms. Years of wholesome fear had so conditioned us that Mr Moodey could afford to temper his classes with fun without the slightest risk of things getting out of control. He cast such a spell over us that it became somehow more important that we did well in our mathematics for his sake than our own. It was the only way we had of thanking him.

The development of new aspects of school life to keep pace with the growth continued, sufficiently for the editor of the magazine to voice a pious if futile hope that there would be no more expansion. Scholarships to encourage boys of marked ability were established. The winner of the public speaking contest entered regularly for the inter-schools contest organized by the Rotary Club. This was not strictly a new departure; in the past several winners of exceptional ability had entered the Rotary Club competition. Not until this point, when the boys were older than in the past, did it become the custom for the winner automatically to test his skill outside the school. Similarly, under the guidance of Mr Martin Lewis, the gymnastic squads which had been formed primarily for dis-

plays in the school began to perform elsewhere — notably on a television programme called *Tween Set*.

Staff changes continued. In 1964 the most notable arrival was Mrs Pat Marsh, who was a conspicuous exception to the general rule that an appointment made in August must of necessity be from less promising applicants than those made earlier in the year. Asked by the headmaster to come in an emergency, Mrs Marsh proved a most felicitous addition to the junior school. Her vivacity and *joie de vivre*, coupled with a refreshing forthrightness of speech, enlivened the days for everyone, and without sacrificing the requisite discipline her classes gained an added vitality and interest.

In the following year, when four were leaving, there was a most unusual influx of eight. Mr Rothwell, who came in 1958 originally to strengthen the French, but had slipped into the science department, left for Peace Corps work in Africa; Mr Rutley turned back to his engineering. In their place Mr Roger Meldrum briefly taught chemistry and Mr Peter Ashworth took over the physics. Mr Messenger for a short time replaced Mr Verrier as the history specialist; Mr Fritz Ankum reinforced the French. In the middle school Messrs Becker and Spencer came to cope with the additional forms, and Mr J. K. McLean helped with mathematics. To assist Mr Lewis with gymnastic work, Mr A. Moss-Davies was engaged. These men brought to the school a strangely diversified range of qualities and philosophies, which in the main gradually adapted themselves to the standards established by tradition.

Mr McLean's debut was remarkable. Shortly before the opening of term, while he was returning from a summer course in New Brunswick, he was involved in a car accident which left him helpless in hospital. Mr Speirs was on vacation in Scotland, and a postal strike precluded the sending of a detailed explanation of the emergency. From the chairman's cable Mr Speirs, momentarily forgetful of the new man he had engaged, assumed that it was Mrs Maclean who, most uncharacteristically, had recklessly incapacitated herself, and he decided that action could be deferred until his return. At Mr Norsworthy's instance, however, Mr Moodey sought a temporary replacement and had to engage the only applicant, a somewhat eccentric young man named Ward. Mr Ward's

stay was, for the boys, a merry interlude, and was memorable for the creation of a school legend.

The members of form III succeeded in convincing Mr Ward of the existence of an elusive pupil named Kruger, who could mysteriously earn marks without ever being physically present in class. Mr Phillips grappled with the perplexity of the name and marks recorded in the form's official mark-book, and never really succeeded in convincing Mr Ward of the boy's non-existence. The putative Kruger lingered on as a form jest long after Mr McLean's recovery forced his removal from the mark list. Years later he reappeared in glory as the tutelary hero of a winter carnival, and he left the school only when his form graduated.

The year saw further television appearances by the boys. The gymnasts on *Tween Set* were joined by a specially selected choir which, through some trade union regulation that prevented Mr Phillips' accompanying it, performed remarkably well *a capella*. At parents-staff meetings Mr Ashworth arranged science exhibits in the laboratories, and so set the seed which, long afterwards, blossomed into the special "activities nights". And a major triumph came when Mr Sherwood at last fulfilled the determination with which he had arrived, and at an inter-scholastic ski meet Selwyn House won the Hector Sutherland Trophy.

A most significant innovation, though perhaps at the time there was no conscious thought of establishing a tradition, came with the end of the school year and the first grade 11 graduation dinner. It was a simple but dignified occasion at the Faculty Club, with the senior form unexpectedly impressive in tuxedos and their partners charming in long dresses and corsages. The headmaster was unable to attend, and the only staff representatives were Mr Moodey and his newly-wed wife, whom the boys present still addressed as Mrs Howis. The whole occasion was admirably handled by Allan Case, the head prefect, who succeeded in impressing the staff of the club with the decorum of the proceedings. Subsequent graduation dinners have been more lavish and more ambitious, but none has ever exceeded the quiet dignity of that first meeting. It was not until the following year, when Expo 67 offered greater scope for merry-making, that the custom was

established of continuing the party unofficially with nocturnal revels reaching a climax with breakfast at the home of a long-suffering parent — and even, on occasions, long after that.

The year 1966-67 was notable in Montreal in many ways. It began with unrest in the teaching profession, culminating in a strike which happily in no way affected the Selwyn House staff; it reached its peak in the lavish Centennial celebrations, which were gently reflected at the school. In the main, however, the normal routine was not greatly concerned with such extraneous phenomena.

Mr Lewis' gymnastic squads reached greater heights. Displays were given around the city, including one at Expo 67, and at a rally for Westmount schools the squad won every event for which it entered. It was perhaps natural that in the house contest the gymnastic competition should have assumed the air of a major display.

Television appearances assumed a different guise. A team from form VI competed, without notable distinction, in an inter-schools "quiz" show. Intertel selected Selwyn House in order to film boys arriving for the day and joining in an assembly. The experience was interesting for everybody — particularly for the distracting presence of a lady director in the most attenuated mini-shirt ever to penetrate the defences of the school. No one who had consented to the photographing was quite prepared to find that, when the results were eventually broadcast, they had formed the basis for somewhat dubious anti-establishment propaganda. Fortunately, no adverse consequences were ever detected.

Centennial celebrations were by no means elaborate. Gymnasts and the choir joined in the celebration of Westmount Day, but internally only two noteworthy tributes were paid to the occasion. The chairman of the Board presented the magnificent Norsworthy Cup for competition in football between his two schools, Selwyn House and Bishop's College School. A band of senior boys, under the leadership of Mr Messenger, arranged a careful historical display in the library — an achievement for which they were named the first winners of the newly introduced Redpath Herald Trophy, presented by the boys who had been responsible for that organ years before.

The effect of the expanded school at last forced recognition of the need for changes in the house competition. The most conspicuous, which had been advocated for several years, was the divorcing of the junior championship from the main competition, to form a separate contest for a new trophy, the Afra Snead Shield, named in honour of the former headmistress. In the upper school the competition was losing its erstwhile balance. The demands upon the time and energy of the seniors, made by the increasing programmes in football and hockey, had caused difficulty in arranging intra-mural matches. In the middle school quaint unofficial leagues of scratch teams, with peculiar titles like "The Rinky-Dinks", occupied most of the time. House matches were ill-contrived and sporadic affairs. Even the terms of the competition in individual sports had to be revised annually to meet the varying emphasis which the fluctuating preferences of the games staff placed upon them. With so many more boys involved, the massive accumulation of points in the general activities competition was entailing far more work than popular interest or the significance of a single point warranted. The house system survived, but among the seniors there was springing up a section of opinion which queried the virtue of continuing it — a dissident body which in time achieved reform rather than the proposed abolition.

September 1966 saw the advent of Mr Ian Burgess, who in time became, without obtrusiveness, a potent influence in the senior school. As head of the English department he was later to produce a remarkable level of excellence; as a coach he not only greatly assisted the games programmes, but earned for himself a popularity among the boys which inspired them to strive to do their utmost in their work for him. In a variety of extra-curricular interests, among which photography ranked high, he was able to stimulate an extraordinary enthusiasm.

A year later five new men appeared. Among them was Mr Jeremy Riley, an Old Boy (1945-1948), whose stay was brief, and who has since achieved greater publicity as headmaster of Stanstead School. Mr James Eldridge, during his three years, greatly enhanced the athletics standard. His ability as a coach and organizer was unable to find adequate scope at the school, and he moved on to wider fields, which reached their most renowned in his work as co-ordinator of the track and field

events at the Olympic Games in Montreal in 1976.

Mr Neufville Shaw was the complete specialist. His subject was chemistry, and he took over the science department, whose gradual re-organization occupied him fully. In his way he was as distinctive a figure as some of the legends of the past. His tall, spare person, crowned by luxuriant white hair, was never seen to move faster than the dignified and almost funereal pace with which he moved around the building, and no one ever heard his voice raised above the mild tone he adopted. Yet he could command attention, and his teaching was superlative. He it was who introduced the tendency, later to become characteristic of his department, to spend most of his day on the ground floor, and to let the world seek him out, rather than appearing in senior school territory on the top floor — an exclusiveness which contributed to the vague air of mystery which seemed to surround him.

Finally, Mr Barry Stevens came as a geographer, and fitted quietly into the school. His unobtrusive start offered little hint of the importance he was later to acquire.

By this time the school was strong enough to enter a commendable team in the bantam league of the G.M.I.A.A. With the greater keenness for track and field events, many of them new in the school's experience, which Mr Eldridge had fostered, the programme at the annual athletic sports grew so extensively that it became necessary to complete it in two parts. The lower school contested its events on a different day, to prevent their becoming submerged in the considerably greater range of the senior programme, and to enable the upper school to attempt a greater diversity than had previously been possible. The athletic meets became far more elaborate in organization; it was probably mere coincidence that in the process they lost the eminence they had once held as occasions for parental patronage.

In the academic field, the dissatisfaction felt by the independent schools over the McGill matriculation examinations, which in spite of strenuous efforts to mitigate it had been growing steadily, reached a climax. Meetings between the examiners and the schools' teaching staffs had debated the contentious features without arriving at any constructive conclusion; the schools still considered that the University exacted an unnecessarily high standard in comparison with

the province. In the outcome the University, already tending to rely more upon College Board results, decided to discontinue its examination in 1967. This merely brought sooner than would otherwise have been the case the time at which the independent schools submitted their seniors for the provincial examination. The change was accomplished without difficulty and with the most creditable and gratifying results.

In 1968 the school was indirectly honoured by Sir George Williams University, which conferred the degree of LL. D. *honoris causa* upon the headmaster, Mr Robert Speirs, for his long service to education in the city.

To try to explain simply and concisely the achievements of a successful headmaster is a difficult and frequently futile undertaking. No more perplexing question can be found in academic circles than the query, "But what does the headmaster do?" Many, certainly, seem to answer it by contriving spectacular devices for advertising the school (and often, incidentally, themselves); many are past masters at spectacular innovation; many are superlative fund-raisers. But these are not the true marks of a good headmaster. Nor do the important achievements necessarily consist of a series of distinct events whose place in time may be pinpointed. Rather, they are fused into a comprehensive whole, spread over the years and bringing their results gradually and almost imperceptibly, so that one can say only that the school has been enhanced by his presence; to some extent they consist in co-ordinating the contributions of others into a uniform entity directed towards a single end, the amelioration of the conditions and methods by which the school attains to success. So it was with Dr Speirs, who had led Selwyn House along the hazardous path from the simple school to the vaster, more complex institution into which it had grown.

As a darker side to the picture, it has to be conceded that the school could not remain completely immune from the malaise of student unrest that at this time was everywhere rife. Even so, it must also be admitted that Selwyn House was most fortunate, in that the troubles haunting youth never flared into any serious demonstration. Indeed, if the school could not entirely escape the jaundiced outlook which was so conspicuous elsewhere, it was only very lightly affected. A few recalcitrants were tempted to a defiant attitude towards

school institutions and school customs, but they accomplished little but their own unhappiness. There was blustering talk of such nebulous things as "greater student involvement" (a phrase which found its way even into an editorial in the school magazine), but no one was at all clear what was wanted, except perhaps a general abolition of everything preventing the dissidents from having their own way all the time. In 1967-68 it was, in any case, a mere adumbration of things to come, the first rumbling of a storm to be weathered in the following year. Perhaps the most durable token of the incipient spirit of revolt was the disappearance, from the poetry submitted by the seniors for publication in the magazine, of rhyme and metre, and the dawning in it of a doleful pessimism.

The middle and junior schools remained blissfully unconscious of all this, and the junior school in particular closed the year most felicitously. The Board's plans for a major reconstruction of the premises were already well in hand, and as a contribution towards the campaign for funds to finance the undertaking the juniors organized a Fair. Under the guidance of the lady teachers, the normally prim east lawn was transformed. Gaily decorated stalls were erected; juvenile artifacts, home-made cookies, and intriguing knick-knacks extorted from indulgent parents, were displayed for sale, and merciless young hucksters bludgeoned the guests into purchasing them. Such enterprise among the smaller boys had been rare, and certainly no junior endeavour had ever achieved so outstanding a success.

The construction work, running true to tradition, could not be completed in time for the September term, and the school found itself working under difficulties. By the end of August, it is true, the junior locker-room on the second floor had been successfully transformed into a library, which was ready in time for school opening. The new library was considerably larger than the old, and could be divided into two rooms — a device that made it possible for whole forms to resort to it for study periods and individual research. Since it was more accessible than the library on the third floor had been, it also offered a tempting haven from a congested playground and inclement weather, but the ruthless vigilance of the prefects frustrated most of the would-be loafers.

Other parts of the reconstruction took much longer. The

new basement, designed primarily as a locker-room, and the enlarged gymnasium above it, were not ready for use until the end of the September term. As an emergency expedient the original gymnasium, shut off from the newer part by a flimsy polythene partition, was filled with lockers packed in close array. The arrangement presented an intricate problem in supervision and tidiness, as well as considerable inconvenience and discomfort cheerfully endured. It also shattered tradition, for it temporarily ended not only gymnastic classes but morning assembly. From this, indeed, the school never recovered, since when the gymnasium again reverted to its normal functions, weekly assemblies rather than daily became the custom. The change was worth the waiting. The new locker-rooms provided luxurious space for changing for games and for storing equipment. The enlarged gymnasium, besides providing more than ample room for classes and permitting basketball to come into its own as a major sport, made it possible for the prizegiving at the end of the year to become once more a single session, with the whole school and its parents reunited.

The new laboratories, specially designed by Mr Shaw and Mrs Walford, finally eliminated all the defects and limitations of the past, and enabled a greater efficiency in the science department. The new corridor above the gymnasium allowed the upper school to spread itself more comfortably, and provided more office space. Mr Phillips was no longer obliged to supervise the seniors from his remote station just inside the front door, and Colonel Brine, by acquiring a sanctum of his own, could economize on disinfectant spray. Even the prefects could be assigned a room of their own, with a grandstand view of the activities in the gymnasium; there, until distracted protests from the nearby office vetoed it, they could attempt to improve their proficiency upon the guitar.

The former library became the men's common-room, relieving the almost impossible congestion of the increased staff, and the ladies acquired a full-sized room for themselves on the floor below. For a brief time the whole school again luxuriated in having ample elbowroom — a euphoria which is always ephemeral. The conditions of the past were soon forgotten, and renewed yearning for additional space eventually manifested itself again.

With the improved building, though not necessarily because of it, a remarkable increase in the extra-curricular enterprise among the students followed. The most striking success was, perhaps, the Projects Society. The brain-child of Michael Dawes, it was founded by the senior boys to raise funds by various devices for purposes to benefit the school. The initial undertaking was the sale of candy-bars at recess and during the lunch-hour, which became immensely popular with the boys, if not with those who had to clear up the scattered wrappers after them. The "choc-shop" has become a school institution whose custom shows no sign of flagging, in spite of inflation. From this simple beginning the Projects Society, in subsequent years, has greatly broadened its field. At one time it experimented with a soft-drink vending-machine in the locker-room, but for a number of practical reasons the venture was short-lived. The Society laid the foundation, later, for the thriving sports store, which continues, in a modified form, to supply boys with essential haberdashery and class-room needs. The value of the Projects Society has its incontrovertible proof in the equipment with which it has supplied the school — record-player, television receiver and camera, tape-recorders, and similar intricate gear which modern youth regards as indispensable adjuncts to the full life.

Equally valiant, if less conspicuously successful, was the Students Committee, intended to voice the view of the boys upon the way the school should operate. Representatives of the lower forms were allowed to join it, but inevitably it remained primarily an outlet for the more audacious notions of the senior form. In its first year it passed resolutions upon almost every facet of school organization, without offering any really constructive alternatives to the methods it condemned. This was, in effect, a preliminary flexing of muscles without any clearly defined object in view. The one real achievement of the committee was the institution of the winter carnival.

The winter carnival introduced a brief spell of light-hearted revelry into the drab days of the term. It was shared with one of the sister-schools in Westmount, and the novelty of feminine company was undoubtedly a major factor in its success. Unconventional games in the snow competed with

a more serious nocturnal expedition for skiing. Volleyball between mixed teams and serious debates have been part of the programme. With the passing years other diversions have been added. Slave-marts have become popular. At one of the earliest, Dr Speirs acquired an unidentified slave who proved to be the vice-principal of the girls' school involved, and he was able to impose upon her the duties of hostess at a Selwyn House reception; his successor, years afterwards, was less fortunate, and delighted everybody by entertaining at school lunch the syndicate of young ladies who had purchased him. Even so bizarre a pastime as throwing pies at the staff has been tried. The most profitable feature, which from time to time is permitted on occasions unconnected with the carnival, is the conception of a "free-dress day" — a day upon which, in return for a nominal payment towards expenses, the boys are permitted to appear in the most outré garments as a protest against the more civilized official costume. The carnival has become an important annual institution.

The growing urge for self-expression naturally led, after a period of quiescence, to a renaissance of student journalism. Oddly, the most successful effort came from the lower school. Under the inspiration and guidance of Mr Leigh Seville, who had joined the staff to teach English in the middle school, the boys of form I produced the first numbers of *The S.H.S. Examiner*. They achieved a commendable excellence, not only in the contents of the paper, but in the production and marketing. As might have been expected, the material was delightfully youthful, but yet at times it displayed a curiously mature interest in the world around its writers.

Unlike its numerous forebears, *The Examiner* did not become the passing whim of a single school year, but developed into a permanent institution. In its second year, with Mr Seville teaching English in form IV, the production was transferred to that higher level, with a corresponding increase in the maturity of outlook. From that point, Mr Seville found no dearth of assistants in the upper forms, which continued to produce the paper with a minimum of supervision. Time has brought a greater freedom of expression and a lessened censorship. The fortunes of *The Examiner* have fluctuated with the varying enthusiasm of its compilers, but it has covered a wide range of themes. It has offered interviews with politi-

cians, sports celebrities and staff members; it even once printed a message from the Pope. It has reported and commented informally on school activities; it had treated serious items of topical interest as well as catered to the more frivolous side of life. Technically, it ceased to exist with the end of the school year in June 1977, but it has been replaced by a production named, for reasons not immediately apparent, *The Moon*, which to the uninitiated looks very like the old *Examiner* in rejuvenated guise.

In the *Examiner's* second year, a less successful venture in opposition to it came from form VI. The work of a small band of malcontents, this bore the inelegant title of *The Thoughtpot*, and it was frankly an outlet for the subversive spirit of the time. Its authors could descry no merit in tradition or traditional institutions, and condemned as suspect any idea emanating from those older than they. With the school as its main target, there was unhappily little of a constructive nature in its outpourings, and a great deal in questionable or deplorable taste — so much so that Dr Speirs, with Mr Moodey to support him, found it necessary to impose a definite censorship and to engage in frank discussion with the compilers, in an endeavour to keep the contents of the paper within bounds with which the school could allow itself to be associated. *The Thoughtpot* evoked less interest than its instigators wished, and did not survive long. It was notable merely as the early warning of the rebellious faction that was to colour the senior form in the following year.

To overstress the influence or importance of this small group would be a mistake. That there was in all schools a widespread subversive movement cannot be gainsaid. Student unrest was, across the continent, the characteristic of the decade, and in very many places it erupted into turbulent demonstrations. In the high schools it found an echo in outright defiance of authority, and “blackboard jungles” were all too common. It would have been surprising if Selwyn House had been able to stand completely aloof from it all, and it speaks volumes for the traditions of the school, and the control by Dr Speirs, the Board and the staff that the manifestations were in reality so innocuous and confined to a tiny if noisy minority. Even the graver drug menace, which was the practical concomitant of the malaise, never reached

a point more alarming than a few isolated cases of timid experimentation — and the bulk of the school was immune to it all.

Indeed, the most daring expression of revolt was the manifesto which the Students Committee submitted to the Board of Governors. Most of the minor demands betrayed an ignorance of the purpose behind the regulations they questioned. The Board was prepared to consider modification of the dress regulations, but not the demand for a slovenly informality. On the other hand, it declined to permit the school magazine to assume the dubious qualities of *The Thoughtpot*. Nor for a moment did it contemplate allowing a student observer to attend Board meetings in order to report upon the deliberations to other students.

This regrettable outlook was in fact restricted to a small but vociferous minority of the senior form, which could not hold its own in sophistry when it argued with Mr Moodey, who was in charge of the prefects. Sufficient of the prefects, in any case, disagreed with the rebels to be able to counter their influence. Even if some relaxation of traditional discipline was felt, most students, under the direction of the staff, contributed more happily to the spirit of the school. The Projects Society continued its useful work. The Carnival again added to the wholesome enjoyment of life. Mr Ian Ferguson was able to conduct a chess club, and Mr Burgess supervised a film society which offered a varied and entertaining programme in the tower room. Also under Mr Burgess' aegis, some sixty boys organized a Book Fair, at which parents and friends were invited to provide important additions to the library. The Fair proved so striking a success, benefiting the library immeasurably, that it grew into an annual occasion.

The rebellious spirit was less perceptible in the following school year, with the added restraint provided by Mr Iversen in his new capacity of assistant headmaster. In any case, there were other distractions to obscure it.

The "October Crisis" of 1970, which gripped the province of Quebec, set a sombre tone at the outset of the school year. While Selwyn House suffered no adverse effects from the political disturbances, its routine was modified for a time. With the abduction of Mr Cross, the British Trade Commissioner, a few boys who lived near him on Redpath Crescent

gained a brief eminence among their fellows, since they were questioned by the police in their desperate search for evidence. A few boys were removed from the school by anxious parents whose public position dictated it as a safety precaution. The traffic in private cars bringing and fetching boys was for a while considerably heavier. Armed troops lurked discreetly in the vicinity. The outer doors of the building remained fast locked except at the beginning and the end of sessions, and the staff maintained a most vigilant watch for prowlers and possible intruders. For a month the school lived in a curious state of siege — a state deemed utterly incredible as short a distance away as Upper Canada College in Toronto, where Dr Speirs' report as guest of honour at the prizegiving was greeted with both consternation and disbelief.

When at length the precautions became superfluous, a normal routine was resumed. In its details the year was like most others. The senior form, while having its own unorthodox ideas, was far less militant than its predecessors, and the atmosphere was more tranquil. In the working methods of the school, one interesting improvement was introduced. Parents-staff meetings for the senior school were removed from the class-rooms and transferred to the gymnasium, though the juniors remained aloof on the second floor. With staff arranged around the same room at clearly labelled tables, the time-consuming and distracting search by parents for the men they wished to see was eliminated, and, it must be added, the eavesdropping which in the past had been a disadvantage was minimized. The tea-bar set up in the corner of the gymnasium helped to beguile the waiting, and the efficiency of the meeting was greatly improved, even if the arrangement did not defeat the loquacious persistence of some anxious parents which carried the sessions well into the evenings.

Staff changes, during these two years, had continued at the usual rate. Mme Dorland, who for eleven years had been in charge of junior school French, moved on to more advanced work in a C.E.G.E.P. In 1969 Colonel Brine had retired, and Mr Jack Martin had replaced him as director of middle school studies. Four others had moved on, and eight new members had been added to the staff. The office staff had undergone a complete change, with only Colonel Campbell remaining of the old guard.

After eighteen years, Miss Gault had decided that the time had come for her to seek a more leisured life. During those years she had established herself as a great favourite with the smaller boys, who displayed a cheerful disregard for regulations in contriving to visit her with their petty problems, and who considered it almost worth the discomfort of feeling unwell to enjoy her ministrations in the sick-bay. With the harried parents on the telephone she had been a singularly patient and sympathetic counsellor, and with them she was almost as popular as with the boys. Her departure was regretted by all who had ever had occasion to appeal to her.

Mrs Smart, who also retired, had not been so prominent in the public eye, but she had maintained impeccable accounts for over a decade. In addition, Miss Pick, who had helped to build up the library during its years of growth, and who had become a useful mentor to the more studious boys, was also obliged, for family reasons, to retire.

All of these, however, were overshadowed by the decision of Dr Speirs to step down from his position. Since the serious illness which had hospitalized him in 1969, his medical advisers had been persistently urging him to undertake less and to lead a less demanding life. In September 1970, therefore, he warned the Board that the time had come for him to make way for his successor.

The staff received the news with regret, and not without some misgiving. Only three — Mr Phillips, Mrs Markland, and the incomparable George — had known the school before Mr Speirs' arrival, and all had grown comfortable and secure as they had grown accustomed to his methods and requirements. The prospect of a younger man, certain to be imbued with new and probably disturbing schemes for improvement, was alarming, even if it was one which they would have to face.

To assess the importance of the twenty-six years during which Dr Speirs was headmaster is not easy. It comprised far more than the metamorphosis of a preparatory school into a high school; it involved much more than replacing impressive scholarship results by equally impressive matriculation achievement. It covered a period of rapid and startling change in the conditions of the world and in the demands made of education, which had been unknown to the previous

headmasters. The scope of the studies imposed upon school-boys had vastly expanded, even to the point at which their fathers, in their time university graduates, had to admit that much of the work which their sons brought home was beyond their comprehension. The approach to that work was different, and teaching methods had changed to cope with it. So, to a large extent, had the attitude of the pupil to the teacher; the relationship was easier and less formal. Throughout this transition Dr Speirs had succeeded in a commendable compromise between tradition and the prevalent exaggerated revolt against it. In his own words, he had discovered how to bend to the breeze without being harmed by it; he had preserved the best from the past while meeting the demands of the present. Of all that he accomplished, it was perhaps his greatest achievement that, even if the rigid discipline of the Wanstall days had been relaxed and the schoolmaster was no longer an autocrat to be held in awe, yet discipline had not been completely jettisoned, and the staff was still respected by those it taught — that the old standards had not been abandoned, but satisfactorily adapted to the modern needs.

IX

Transition 1971-1974

To step into the shoes of a man who has filled them with distinction for twenty-six years is no easy undertaking, even for a person of similar temperament. During his first year the new headmaster, whose personality and outlook differed considerably from those of Dr Speirs, emphatically discovered the force of this truism.

Mr Alexis S. Troubetzkoy certainly afforded a sharp contrast to Dr Speirs. With him came a break in the succession of British headmasters who had preceded him, and with it a conspicuous difference in the conception of the demands of the position. Though he was actually born in Paris, and brought to the United States at an early age, Mr Troubetzkoy was the scion of Russian nobility who figured prominently in that country's history and, though he rarely stressed the title, could boast the Russian style of Prince. Coming to Canada in 1953, he gained a degree in history at Sir George Williams University. His teaching experience had been acquired at Stanstead College, Bishop's College School and St Stephen's College in Rome; more recently he had been the registrar at Appleby College in Ontario. He was a capable linguist, fluent in Russian, French and Italian as well as English.

After his appointment, but before Dr Speirs relinquished control, Mr Troubetzkoy visited Selwyn House on several occasions to familiarize himself with the school and the staff. During these visits he made it clear that he held most definite notions of his own on the operation of a school. Once he was installed, this became even more apparent. By the time

that he attended his first Board meeting towards the end of September 1971 he was able to present the Directors with a lengthy outline of his plans for reform.

The traditional English classification of the forms was swept aside and grade numbers took its place. The traditional time-table, based upon a five-day week, was discarded for one founded on a six-day cycle. With a wide range of subjects to be covered, a cyclical time-table has definite advantages, but it demands homogeneity. In attempting to fuse a six-day cycle in the class-room with a five-day cycle on the playing-field, the revision proved confusing and inconvenient, as even its author conceded, for in the following year a temporary reversion to the old system was made, to be replaced a year later by a more practicable ten-day cycle.

Included in the new time-table was one feature of merit, the assigning of time during the day for extra-curricular pursuits for which, with the heavy games schedule, there would otherwise have been no opportunity. The idea of such "clubs" was not, of course, new. From time to time in the past, members of the staff had tried to foster interest in such hobbies as chess and philately, only to be frustrated by finding that those who might have attended were required elsewhere. Now, the staff were assigned specific "clubs" — groups of boys electing to follow selected pursuits — concentrating upon such activities as bridge, chess, debating, musical appreciation, various technical interests, and so on. In principle, these "activities periods" at least had the great virtue that boys who would otherwise have been preoccupied by games or detention classes could take part, and all boys were expected to do so. That their participation had to be restricted to only one of an attractive choice of interests was only a minor weakness; that in the course of time some of the activities were found to be somewhat nugatory was insufficient to condemn the whole idea.

The formal statement of projected reforms extended to the "plant" itself, with the blunt contention that the physical layout, particularly in the library, the common-rooms, the locker-rooms and the headmaster's study, needed improvement — an announcement which, even if justified by the reality, was recklessly tactless when made by a newcomer to the

Board of Directors which had striven so unremittingly to achieve the existing facilities.

Nor was the philosophy of the school immune. Mr Troubetzkoy had already decided that the approach to the work was too "mark conscious" and too "matriculation orientated". The former was at least a tenable criticism. Stress indeed tended to fall upon the evaluation as much as the quality of achievement, though since promotion had not yet become automatic it was easy to understand why it was so, and less simple to devise a means of countering it. (Indeed, when, a year later, Mr Troubetzkoy promulgated his new promotion policy, he found that practical considerations had made him abandon his original stance, and by his stress upon attainment in "core" subjects he compounded rather than alleviated the fault.) The second criticism, following the best matriculation results in the history of the school, and in view of the existing educational system in the province, was perhaps less justifiable; but the new headmaster cherished an ambition to see the school's own diploma receiving as wide an acceptance as a certificate of education as any rival document.

A further direction in which Mr Troubetzkoy felt a need for action lay in "the limited communication with the community, especially the parents and Old Boys". Something had already been attempted to this end in the mimeographed newsletter which Mr Iversen periodically circulated among the parents. This document was rendered more impressive by being printed and illustrated with photographs, and its distribution became a responsibility not only of the office, but of the Old Boys' Association.

Above all, Mr Troubetzkoy felt that a more democratic atmosphere should be fostered in the school. To achieve it, he proposed making the Student Council his own personal responsibility. He offered a revision of the prefect system intended to increase student influence, though the changes made little difference in practice. He proposed gradually, without being too precipitate, to extend the part played by the boys in the operation of the school.

Changes were, after all, to be expected from a new headmaster, and these were commendable aims. Implementing them, unhappily, proved more difficult than their author had

foreseen, and imposing democracy by autocratic methods was an intricate manoeuvre. Writing for the school magazine towards the end of his first term, Mr Troubetzkoy admitted

For the boys and staff of any school, the appointment of a new headmaster can be as traumatic a change as any. Inevitably a redefinition takes place of the structure within which they must operate, and in many cases the change runs counter to established philosophies and methods. The change this year has not been easy.

The change was, in fact, almost as traumatic for the headmaster as it was for the boys and the staff.

To explain the troubles of that year is a complex undertaking. The temptation to over-simplify it all is strong, and it would be an error to present it as a clear-cut black-and-white picture. None can question the sincerity of the headmaster's intentions or of his ambition to make the school, in his judgement, even better than he had found it. But one can discern three possible reasons for the experience proving even more traumatic than he had anticipated.

In the first place, in his enthusiasm Mr Troubetzkoy ignored the sage principle of *festina lente*, and attempted to override ingrained traditional methods with too great an impetuosity. In the second place, he allowed his reforms to engross too much of his attention, so that to the members of the school he was a remote figure, not fully understood because he was not encountered frequently enough for anyone to learn to know him and understand him. And finally there was an unfortunate tendency to govern by ukase without reference to the proletariat, which frustrated his avowed democratic intentions. In a remote past headmasters had been able to play the autocrat, but the temper of modern assistant teachers had changed and was no longer so compliantly submissive as it once had been.

In any case, the fault was by no means all on one side. A small faction of the staff resented the tendency to change without preliminary consideration of the merits of the existing conditions, and it unfortunately allowed personal antagonism to vitiate its judgement. With a deficient sense of loyalty to the welfare of the school, it was soon not even

prepared to compromise, and automatically opposed every move of the headmaster. As each trifle was unwarrantably magnified into an enormity, friction was inevitable.

The disagreement reached a climax over the renewal of staff contracts. Irked by some of the headmaster's decisions, the staff invoked the Board. The Directors reached the conclusion that while the headmaster might conceivably have been more diplomatic he had not been guilty of any incorrect conduct, but nevertheless agreed that the protesters should be allowed to present their case. For that purpose, the new chairman of the Board, Mr Paterson, accompanied by the members of the executive committee, met with the staff. The encounter proved dismally futile, for, faced with the challenge, the leaders of the malcontents remained ignominiously mum, and the meeting discussed only petty and largely irrelevant points.

The ultimate outcome was that in June no less than fourteen of the staff took their leave. The chief malcontents resigned. Several others, because of the headmaster's planned changes, were not re-engaged. This coincided with the retirement of the last two of Mr Wanstall's teaching staff.

Forty years had passed since Mr Gordon Phillips had left Lower Canada College to join Selwyn House. No other member of the teaching staff has contributed so long a term of faithful service to the school. Many of his early pupils had grown to prosperous middle age, with sons of their own at Selwyn House, while Mr Phillips gradually passed from the young and athletic man who for so long successfully directed the games to the sage and shrewd counsellor who, as director of studies, proved so valued an adviser to the parents who consulted him. Throughout the four decades, while he skillfully taught English and Latin, his greatest delight was in training the school choirs. The ability as a choirmaster, which earned him an enviable renown in Montreal and beyond, each year prepared several groups of boys for public performances. Their singing had become an integral part of annual entertainments and prizegivings, greatly appreciated by the audiences; one family, indeed, had shown that appreciation by presenting, in Mr Phillips' name, a shield for annual house competition in choral work. Above all, his quiet influence and integrity in times when standards were gradually

being relaxed did much to maintain the civilized life of the school.

Mrs Markland could look back over the course of thirty years at Selwyn House, the last twenty-one of them as head of the junior school. During that time she had been able to experiment with more modern and progressive ideas than her forerunners had used, without sacrificing the best in traditional methods of instruction. Under her, the junior school grew until it was almost as large as the entire school when first she came. It had acquired an identity of its own, and in some ways quaint customs of its own, which had evolved under her direction. She had intended to retire when Dr Speirs left, but had been persuaded to stay while Mr Troubetzkoy acclimatized himself. Nearly two years before her retirement, she had re-married, which led the year-book and *The Examiner* to report

She really will be retiring, to enjoy a home life with her husband, which means that she will no longer call herself Mrs Markland. But the junior school with her under any other name would have been wrong somehow, and hundreds of Old Boys will never remember her as anything else.

With these two, Mr James Iversen, after twenty years with the school, decided to relinquish his position as assistant headmaster and to venture into the commercial world, where his expert knowledge of skiing would be of value. During those twenty years, in which his principal avocations had been as head of the French department and as guidance counsellor to the senior boys, his imperturbable self-possession, unruffled by any contingency, and his clear understanding of boyish nature and perplexities, with the ability to talk to them in their own language, had been an invaluable asset to the school. Happily, though for the moment they seemed to be lost, these qualities were not really gone. A year later, having discovered that the outside world was far too demanding and too nerve-wracking, he again sought sanctuary in academe, and returned to teach in the middle school and to resume his university guidance work.

In addition, before the school returned for the following term, Mr Frederick Tees had also resigned. For sixteen years

he had been one of the most active members of the staff. The reputation of being an absent-minded professor had, on probably flimsy grounds, attached itself to him, and his performances at the piano when, on occasion, he deputized for Mr Phillips at assembly linger fondly in memory, but such trivia tend to obscure his important contribution in building up the geography department and in organizing the involved fixture-lists for school matches. From Selwyn House he entered the ministry, and as the pastor of a church in Sherbrooke continues his useful career.

Only one direct link with the days of Mr Wanstall remained in the school. When he accepted his position in 1943, George had written "Changing places is very upsetting, and I hope not to change again for some time." The pious hope had been amply fulfilled, but George could not possibly have envisaged the future to which he was committing himself. The surface area to be cleaned and maintained had become a dozen times as extensive, and from the handful of lunches he at first prepared he was catering for almost five hundred every day, as well as for evening meals for visiting teams and for Old Boys reunions; he commanded a staff of his own. A tribute to him written at this time concluded with the words

George is a consistently good cook, and possesses that most rare but desirable gift of being an economical one — a joy to our Board of Governors throughout the years. Being himself an ardent perfectionist, George can, of course, make life a little uncomfortable for those who are not, but he is always ready to help any who appeal to him. Rumour has it that he sleeps in the adjoining house in Argyle Avenue, though, in view of the hours he spends in the school building, it is difficult to imagine when he finds the time to do so.

Even the new headmaster had realized, in one short year, after a few early *faux pas*, that George was a priceless asset to be treated with tact and consideration. For, as an earlier chairman had once pointed out to Dr Speirs, while to replace a headmaster might be difficult, to replace George would be virtually impossible.

The staff with which the next school year opened was transformed. Only two full-time members survived from the

Redpath Street days. Of the remaining twenty-eight full-time teachers, fifteen were newcomers unaware of anything in the past, and the six part-time teachers were all recently appointed. The way for the new regime was thus considerably eased, and the few who could recall former conditions could do little more than regret their passing and try to make the new order viable.

For none could this have been more ticklish than for Dr Speirs who, after spending a year at Montpellier University in France, agreed to return as a part-time teacher introducing a course in linguistics. Diplomatically he set aside the memory of his own supremacy, and offered his opinion only when his successor specifically sought it. In their personal relations the two men got along as excellent friends, and what Old Boys lightly dubbed "the benign grandfather image" certainly did not add to Mr Troubetzkoy's cares.

A re-allocation of responsibilities was necessary. Without relinquishing his former responsibilities, Mr Moodey became Senior Master, and Mrs Marsh was named head of the junior school. Mr Fritz Ankum, who as a result of an extensive reorganization of the French department had been superseded as its head, became director of senior studies, though before the end of the year he asked to be relieved of the position. The increasingly heavy and involved documentation imposed by provincial regulations, which had become too intricate for the office to handle conveniently, was made the special domain of Mr Jack Martin in the new position of registrar. The work of the middle school director was taken over by Mr Barry Stevens.

After the turmoil of the previous year, the school embarked more tranquilly upon its new course, and Mr Troubetzkoy, wisely profiting from experience, was able to pursue his objectives without the complications of his early days.

One tradition which survived unimpaired was the annual alteration to the premises which, at the headmaster's instigation, the Board had approved. Most valuable was the completion of an earlier project with the installation, after several years of delay, of the new biology laboratory in the science complex on the ground floor. Other changes were of value also.

Outside, the rink was asphalted to improve the surface and,

when the summer at last arrived, to enable the installing of a tennis court in place of the ice. The playground space was somewhat enlarged by reducing the front lawn, less for the benefit of the boys than to facilitate car-parking without undue encroachment upon the open area — a fascinating symptom of the greatly improved financial position of the staff since the impoverished days before Selwyn House Association came into being.

On the third floor, new lighting fixtures were installed, and the unsightly and virtually useless lockers inherited with the building gave way to compact book-lockers built into the walls. The tower room was refurbished and carpeted, with new furniture, to permit its use as a conference room as well as a music room. Finally, the class-room walls were painted in contrasting and vivid colours. The announcement at the time declared

Most conspicuous and the cause of most spontaneous comment (usually laudatory after the initial shock) is the vigorous revolt against the subfusc uniformity of class-room decor. One has to be impressed by the vivid and varied colours of the walls, particularly though not exclusively in the junior school where the artists with gay abandon have even extended their enthusiasm to the furniture.

To recall this early rapture is perhaps unkind. Certainly none of the laudatory comment came from George and his assistants trying to cope with this departure from long-standing routine. Indeed, the frustration arising from the problems in executing the work prompted one of George's characteristic and forthright directives to his staff, boldly inscribed on a blackboard and apparently directed at all who read it: "Use your heads for more than putting your hats on." In any case, the enthusiasm waned to indifference which heeded the colours little more than in the subfusc days, and with greater preoccupations to divert attention, the walls have tended to revert to something of their old uniformity.

With the new term, the changes continued. Even the designation of the terms was revised. The former Winter, Easter and Summer terms became the Autumn, Winter and Spring terms, which involved a curious mental readjustment and a little initial confusion. The six-day cycle was discreetly dis-

carded. A new and more rigid promotion policy was drafted. The French department was drastically overhauled, with Mr Gerry Gosselin brought in for the purpose and with extra specialists (among whom was Mr Alain Weber, a graduate of Strasburg University) — a move made advisable since the climate in Quebec demanded more than ever that some degree of bilingualism should be a major aim.

The headmaster also introduced the Cum Laude Society, membership of which demanded a qualification of at least eighty per cent as a final graduating mark; it conferred no other privilege than the addition of one's name to a new honours board. It was made retroactive to include matriculants from the past.

The house system claimed attention. Its original deviser, Mr Moodey, who still acted as recorder and calculator, insisted that the time had come for either drastic reform or abolition. Apart from the excessive work in computing results, the efficacy was open to doubt. The extensive games programme rendered house matches almost impossible to include, and they were often meaningless; it was doubtful whether the original enthusiasm had to any appreciable extent survived under the pressure of other interests. Mr Troubetzkoy himself evolved a new and less elaborate scheme. It at least achieved the purpose of making the reckoning less time-consuming, though in the process it tended to distort the assessment of performance in some areas. It did momentarily stimulate the interest of the boys by the novel inducement of terminal half-holidays for the leading house.

Other familiar institutions which were retained were transmogrified. The reports which boys took home each term were replaced by a more elaborate compilation of small loose leaflets collected in a new form of cover. The plan entailed more work in collating the individual report, but it allowed more detailed comment when necessary. It also introduced a quite useful feature, in that it enabled the directors of studies to exercise a greater degree of censorship over occasionally injudicious or unsuitable comments, and eliminated the recourse to excessive use of correcting fluid which had been a feature of the past. Even the diplomas, which had remained unchanged in form since their first introduction, took on a new aspect.

The annual entertainment became the province of Mrs Marsh, who in her junior school productions for several years already combined a professional experience with a distinct talent for interesting novelty of presentation. In the previous year's offering, which was officially described as "off-beat but in good taste", and which had consisted a peculiarly undramatic discussion with a computer upon the significance of Christmas, her part had been minimal. In 1972-73, when she was in charge of the drama clubs, Mrs Marsh was allowed to come into her own. For her Christmas pageant the art department under Mrs Pinchuk transformed the gymnasium into a baronial hall. The nobility at the high table witnessed short diversions by the middle and junior schools, and listened to a choir of monks trained by Mr Stephen Crisp. From this picturesque beginning sprang the productions of later years, employing huge casts and performed in the round in the centre of the hall.

The gymnastic display no longer monopolized attention for an evening. Instead, it became merely the central feature of an Athletics Night, with the corridors filled with display stands offering information concerning the sports in which the boys engaged.

Even the final debate in the house competition, in May 1973, provided its own novelty. As judges two prominent Old Boys were invited. The Hon. C. M. ("Bud") Drury, (1924-1929) ranks among the most eminent. At that time he was the incumbent for the federal riding of Westmount and an important member of the Cabinet. Mr Michael Meighen (1945-1953), the president of the National Conservative Association, seeking to follow in the footsteps of his distinguished grandfather, was the opponent striving to unseat Mr Drury in the coming election. The divergence of their views persisted even while judging a debate, and they could not agree on a verdict. For the first time on record, the decision had to be based on a free vote of the audience.

Student enterprise showed itself in a new direction. During the autumn several grade 11 boys, acting independently of the school, formed the Montreal Students' Broadcasting Association, whose object was to provide its members with practical experience in radio work. Under the lead of David Peippo, the boys arranged programmes which were broad-

cast over the facilities of the Sir George Williams and McGill Universities, and from the professional station CHOM. A remarkably high standard was achieved, and the success was well deserved. The club did not, however, survive into the following year. The interest of the seniors was then transferred to Student TV Production, an experimental school sponsored by the Cable TV Company. Mr Ian Burgess and his wife played a prominent part in the enterprise, and under their direction members of the senior forms became familiar faces as interviewers in Westmount community broadcasts.

Mr Burgess was also the inspiration for the most ambitious and impressive of the school's long succession of unofficial publications. At this time *The Examiner*, adopted by grade 11, still flourished as an outlet for youthful ideas, though it sometimes tended to a wild eccentricity in its notions and even in its phraseology. Mr Burgess desired a medium through which the most commendable of the creative writing in the school might find a greater prominence than merely as class exercises. To achieve this, *The Fourth Dimension*, an anthology of the best work in the school, made its appearance at the Book Fair. It made an immediate impression, and has since continued as an annual production of steadily growing impressiveness, offering creative writing and photography of an extraordinarily high standard. Its fame has passed beyond Selwyn House limits. *The Fourth Dimension* has received wide critical acclaim in university circles, which have even expressed the wish that it could be rivalled by their second and third year classes.

In the light of experience, the projected democratization of the school had been modified. The Student Council proved no more effective than in the past. As the headmaster explained to the Board of Directors, since it was not permitted to dictate the rules by which the school was governed, and since its other functions were more usefully performed by such groups as the thriving Projects Society and the energetic Entertainments Committee, it rarely met. As an alternative device for keeping his finger on the pulse of student feeling, Mr Troubetzkoy paid sporadic visits to the class-rooms to elicit the views of the boys.

The urge to change affected even the academic prizegiving. It had been at the joint instigation of Mr John Marler and Mr

Troubetzkoy that the number of prizes awarded had been considerably reduced, to allow an improvement in the quality of those presented. Now, even the wisdom of inviting a guest speaker was questioned. Certainly guest speakers can be tedious, or boring, or irrelevant, as well as interesting. Those who heard him still shudder at the recollection of the politician whose platitudes at one point drifted into an excruciating discussion of the problems of pregnant turkeys. Most, however, are able to interest most of the audience, and such an address provides a conventional focal point for such occasions. Somewhat to the headmaster's surprise, when he put the question to the senior forms he found that the boys felt this and were definitely in favour of a speaker, provided that he did not talk for an unconscionable time. As a result, the special address, restricted to a nominal eight minutes, proved the shortest the school had ever heard.

Thus the second year of Mr Troubetzkoy's headmastership reached its close with a vastly improved feeling everywhere. That the school was changing was indisputable, but at least the process had become gentler and more acceptable than it had originally been.

A month after the school closing came the news that the oldest tie with the past was broken. On 13 July 1973 Mrs Algernon Lucas died at the age of 88. While not a familiar figure to the great majority of those associated with the school, Mrs Lucas had nevertheless always remained in touch, and had shown a lasting interest in its welfare. Not long before her end she had entertained a group of boys seeking some of her memories for publication in *The Examiner*, and throughout the interview she displayed an engaging gaiety and charm.

With easier conditions restored, the Board of Directors had been able to turn its attention to broader issues, while still keeping a close watch on internal developments. In November 1972 a number of changes in the composition of the Board had been made. Five directors had retired. Among them was Mr John Marler. Over the past decade his keen legal mind had rendered him one of the most valuable members of the Board. His astute appraisal of an issue and the unequivocal advice which he could offer in consequence had done much to strengthen the Board's stand on numerous questions, and his mordant comment could bring the most

diffuse discussion back to the point in a few words. During this unsettled period his presence had been of superlative importance.

The chairman, Mr Paterson, resigned at this time. His gracious and urbane manner had always encouraged a pleasantly relaxed atmosphere with the Board, the staff and the senior boys, and his keen sense of humour often defused potential disagreements in a time of increasing educational confusion. He steered a skilful course between extremes, and while personally upholding traditional policies he held the door firmly open to the winds of change. His direction in these transition years was of the utmost service to the school.

The five new directors were all Old Boys, as was the new chairman, Mr Edward M. Ballon (1930-1938).

At the outset the new chairman declared his preference for special committees to deal with special issues, and though he did not definitely exclude the possibility of co-opting parents, Old Boys and even staff representatives he preferred those committees to be basically composed of Board members. In practice, such committees as he formed consisted of a mixture of directors, former chairmen, staff and even, on occasion, student representatives. He also recognized the virtue of a closer contact with the teaching staff. For this reason he began his term of office with a cocktail party at his home, at which Board and staff could meet and discover that they were all human. He kept himself closely informed of events within the school, and continued the recent practice of allowing a staff observer to attend Board meetings.

The predominant issue of 1972-73, however, was financial. The maintenance of the building, the equipping of the classrooms, and the proliferation of athletic commitments, were more demanding; rising costs were increasing operating expenses. The heaviest expense was the pay-roll. Not only was the staff numerically much larger. The days were gone when highly competent teachers could be imported from England for a pittance. The smallest salary at this time was virtually double that with which the Selwyn House Association had been able to lure Mr Speirs away from Lower Canada College.

Over the years fees had risen steadily, but obviously there was a limit beyond which lay the risk of pricing the school out of the market. Attention naturally turned once again to the

possibility of government grants for the part of the school at the secondary level. Most members of the Q.A.I.S. were by this time in favour of accepting them; several had already done so. The difficulty was no longer the possible loss of autonomy as the price of acceptance; school receiving grants reported that they had not suffered in this respect. Rather, it was a question of discovering the means of acquiring additional funds for special purposes without running counter to the limitations imposed by government regulations.

An informal meeting, attended by Messrs Ballon, Miller Hyde, Charles Peters, John Bourne and the headmaster, discussed the matter over lunch at the University Club. Searching questions were asked, and all foreseeable implications were considered, but in the end the meeting gave its blessing to applying for grants.

By the end of the academic year the Board had decided to apply; by the beginning of the next term the application was ready for submission. The grants were made in November 1973, and meetings were called to explain the implications and the Board's detailed plans to the parents. Three meetings, on successive days, were needed, to cater to the different sections of the school, and after them the chairman found himself exhausted but triumphant. By January 1974 the revised scheme for fees was completed and put into operation.

An additional plan, unrelated to the grants, had also been devised, and was put into effect. What had at first been referred to as the Development Association was incorporated as a charitable organization; it was renamed, in honour of the school's founder, as the Lucas Foundation. To this funds could be contributed to provide a capital reserve, designed primarily to meet the cost of capital outlay as it arose, and to finance a greatly extended scholarship scheme.

In the meantime, as a device to forestall repetition of the staff uneasiness, the Board had asked the staff to decide whether it wished to be represented at Board meetings by their own elected member, rather than, as in the past, by one designated at random for each occasion by the headmaster. The staff agreed that an official representative would be more helpful in maintaining the improved relations. Mr Stevens, who had become director of senior studies, was elected to the position.

In the school, the changes continued. With Mr Troubetzkoy's arrival, the magazine of the past, which had already altered its appearance with the employment of a new printer, abandoned its traditional role of a record of events. It became the more usual year-book favoured by North American schools, with a great emphasis upon content appealing to the graduating class, who could regard it as a souvenir of their final days at the school. Photographs became as important as creative writing, and reports of activities tended to be background material for pictures. The issue which appeared, somewhat belatedly, in November 1973 was proudly hailed, with a North American criterion of excellence, as the "biggest ever", with, for the first time, advertisements admitted to defray the increased cost of production.

A further change in the house system, when it was proposed, evoked an unexpected reaction. The revision of the previous year had not completely circumvented the difficulty in finding time for upper school participation in house matches. It was suggested that the competition would be more effective if restricted to the middle and junior schools. The seniors, who in the past had always been most vocal in criticising the house system and proclaiming its futility, executed an astonishing volte-face. Howls of anguish from the upper forms greeted the idea of being excluded from so long-standing a phase of school activity. The seniors insisted upon being included, even at cost of considerable inconvenience in fitting house matches into their crowded schedule.

For by this time athletic interests had swollen to a remarkable degree. To the already wide range of lesser sports were added golf, badminton and lacrosse; a few played squash racquets, and the introduction of wrestling gained an enthusiastic following. In major sports, no fewer than nine teams were competing in the G.M.I.A.A. leagues, and in the course of the year, at all age levels, as many as 147 matches with other schools were arranged. The days when supervision of games was almost entirely a subsidiary occupation for men engaged primarily for class-room teaching, or even when the physical education instructors filled gaps in the academic time-table, were most emphatically past. While the services of the younger teachers still supplemented their efforts, three full-time physical education teachers were needed.

Ironically, the enthusiasm for rugby football, which for years Mr Martin Lewis had so carefully nurtured, gained its reward in 1974, during the season following Mr Lewis' defection to the business world. In the G.M.I.A.A. competitions, the bantam team reached the final game, to be defeated by a narrow margin, while the senior team fought its triumphant way to the championship. Mr Troubetzkoy's claim that, given the goal for which to aim, the standard of athletics would inevitably improve, seemed to have been amply justified.

The search for democracy took a different turn in January 1974, in what the headmaster picturesquely termed a "mini-Pugwash" — a title borrowed from the scene of the conferences organized for years by Mr Cyrus Eaton. The participants were the staff rather than the students. For several weeks in advance, small committees of the staff had been meeting to ponder various aspects of the operation of the school. The headmaster, thirteen of the staff, and Prof. Landry, representing the Directors, eventually retreated for a week-end to St Sauveur to discuss the findings of these committees. Certain fundamental premises, dictated by Board policy, were accepted at the outset. Enrolment was to remain at approximately 425, which was to include a junior school but not a possible grade 12, and the traditional high academic standard was to remain the ultimate objective. With these restrictions, the conference was invited to

consider all possibilities for the future, the practical and the impractical, the inexpensive and the reasonably costly, the traditionally acceptable and the outlandish.

Some of the conclusions reached were predictable. Intensified French teaching, with possibly an immersion course, was clearly the only answer to the political trend in the province. Expansion of the scope of the science department, in an age with technology encroaching upon all facets of life, was equally obvious. A complete reformation of the method of student assessment, at least in the upper school, not only suited the headmaster's views, but was a natural expression of the feeling which had persisted for at least two decades, and which had already greatly modified the methods since the days when weekly tests were paramount.

A strong case was made for relocating the junior school in a building of its own, not merely to strengthen its position and its divergence in method from the upper school, but to mitigate the perpetual and insatiable demand for more space. On the other hand, the introduction of a kindergarten was rejected for much the same practical reasons that, years before, a grade 12 had been turned down.

The most significant decision was that which helped to determine the future of the library, converting it from its simple function as a reference storehouse for supplementing class teaching to the intellectual centre of the school's activity — a scheme which needed a further two and a half years to bring it to fruition.

While, for the time being, little more than idealistic goals for the future emerged from the deliberations, the conference must be regarded as a significant step, in which the autocracy which to a large extent had always directed the school was replaced by consultation with those upon whom ultimately devolved the task of maintaining efficiency and achieving the specified goals.

The more practical suggestions — moving the junior school and thus providing increased space for the suggested expansion of the library — were, indeed, referred to an *ad hoc* Development Committee of the Board of Directors, and the composition of the committee marked a change from past practice. Three members of the Board (Mr Ballon, Prof. Landry and Mrs MacFarlane) were joined by three of the staff (Messrs Troubetzkoy, Iversen and Stevens) and a student representative (Paul Monod). The committee seriously considered the feasibility of transferring the junior school to one of the houses on Argyle Avenue, thus freeing space for the library, and for a possible languages laboratory and a centralized office. The Board of Directors ordered further study of this idea, particularly in its practical aspects. It moved with caution, but ultimately this recommendation was the basis for a second committee's study of detailed planning, and for a third committee's supervision, two years later, of the reconstruction of the building to achieve it.

With the end of the school year, in June 1974, Mrs Ferguson, who had done much to improve the library since she replaced Miss Pick in 1971, resigned for family reasons. Mr

James Varey, who had been teaching in the middle school for five years, was already preparing to succeed her; it had been mainly his careful study and preliminary work which had given distinct form to the proposal for the expanded library which had emerged from the St Sauveur conference, and which provided a working basis for future planning.

Mrs Laura Maclean also retired. Since she had assumed control of form D after Miss Locke, she had established herself as a key member of the junior school staff. For fourteen years she had carefully guided the "babes" during their first faltering steps in the strange environment into which they had been plunged. Her patience and perseverance with them, and her dedication to her responsibilities, had been impressive, and yet with these gentler qualities she had set standards of discipline which served well in ensuing years.

Mr Andy MacDonald, who had successfully taken charge of the athletic department when Mr Martin Lewis left, decided to follow his predecessor into the business world.

Somewhat overshadowing these departures was the retirement of Mr Moodey, who after twenty-five years felt that it was time to make way for younger men. The reaction to his announcement came, as he himself admitted, as a surprise to him. In his own phrase, he had always imagined himself to have been regarded as the Himmler of the upper school, and in one of his farewell speeches he conjectured that the unusual demonstrations could only be rejoicing at his imminent departure. Evidence pointed in a different direction. The Old Boys' Association arranged a special banquet at which he and Mrs Moodey were the guests of honour, and at which Mrs Moodey, the only lady in the company, was greeted affectionately by scores of boys who had known her during their schooldays. Even more striking as a gesture was the invitation which the Board of Directors extended for Mr Moodey to be the guest speaker at the 1974 prizegiving — a signal distinction never before accorded to a member of the staff.

Introducing him on that occasion, Dr Speirs quoted Samuel Johnson's epitaph on Oliver Goldsmith: "He has touched nothing which he did not adorn", and in his subsequent remarks he added

As an academician he was without peer in the school, for there

were few subjects on which he could not speak with clarity and knowledge. As a schoolmaster he has allowed few aspects of boyish character and development to escape his observant and appreciative eye, and though he did not suffer fools gladly his amusing comedies of school life, that in days past had audiences rocking with laughter, revealed a sympathetic depth of insight. In integrity and principle he has been as massive a spiritual force as he is a physical one, and although younger boys have quaked when he surprised their peccadilloes the older students found in him the most dependable of friends and the most loyal of supporters. His love for the school and his love for the best have been so conjoined that to him anything less than the best for Selwyn House was just unworthy of consideration. Therein lies the secret of his quarter-century contribution to its progress and development.

X

Broader Horizons 1974-1978

The school year which opened in September 1974 ushered in a period of greater activity, particularly for the Board of Directors, than at any previous time. External conditions did not simplify their task, and many complex problems had to be faced. The climate of uncertainty created by the province's recently promulgated Bill 22, with its stress upon "francization", rendered the outlook dubious and hampered planning for the future. The menace of rapidly rising inflation, which threatened the carefully prepared budget and necessitated a slight but important adjustment to staff salaries at the outset, demanded a review of strategy. Such factors, however, neither paralysed the Board nor restrained the progress of the school.

As far as the boys were concerned, the most striking and the most delightful of the Board's moves was the provision, after several months of deliberation, of the trim school bus, painted the conventional yellow and distinguished by the boldly emblazoned school insignia, which soon became a familiar sight in the streets of Westmount. Since it could carry only fifteen boys and their gear, it did not abolish the need for rented transportation on games days, but it appreciably reduced the bill. By the end of its first year it had travelled some 15,000 miles in the course of its duty, and aspirations were already turning towards the possibility of a second vehicle to reinforce its usefulness — a dream which, three years later, became a reality.

Of much greater significance, if less publicly noticed, was the major revision, in October 1974, of the by-laws of the Selwyn House Association and the reconstitution of its Board of Directors. The somewhat nebulous quality of the past was eliminated, and more precise rules were adopted. A nominating committee, composed of the present and two immediate past chairmen, was established, with definite regulations for the manner in which new Directors should be proposed. The Board was increased to seventeen, of whom two were to be, *ex officio*, the headmaster and the president of the Old Boys' Association. The others were to be elected, five at a time each year, for three-year terms; and, as evidence of the business-like approach now being taken, it was provided that a two-thirds majority vote would procure the removal of any director. All Board members were to be members in good standing of the Association, and at least eight elected directors were to be Old Boys of the school. Control was thus, in effect, placed in the hands of Old Boys rather than, as in the past, of parents, though it was not, in practice, so drastic a reform as it appeared. Many Old Boys are also parents, and in the past the tendency had been to select parents who were also Old Boys. The essential object was to ensure a Board of Directors with a clear understanding of the school and a continuing interest in its long-range prospects.

This was followed by a complete review, and a formal definition, of the terms upon which scholarships and bursaries were to be granted. From its original stage, when awards were dictated to a large extent by the available resources, the scheme had grown to occupy an important place in the operation of the school. This is not the occasion to enter upon details of the comprehensive recommendations which were made and adopted. It is sufficient to remark that the emoluments were adapted to the revised fee structure imposed by accepting government grants, and that the distinction between the two was clearly defined. Scholarships, at the rate of five a year, are awarded for academic merit, with whatever degree of publicity the Directors may deem fitting, whereas bursaries, granted to necessitous but worthy cases, were to receive a minimum of publicity. All were to be a charge upon the newly established Lucas Foundation.

In the background, the Development Committee worked

steadily throughout the year towards the next major modification of the premises. The need for proceeding cautiously, for meticulous planning, and for detailed negotiation with civic authorities, combined to prevent the completion of the preparations within the school year.

Inside the school, essential work followed a normal course. A few internal changes were necessary. The French department was taken over by Mr Alain Weber, whose native use of the language in Europe had been acclimatized to the environment in Quebec, and who had, during the Mini-Pugwash deliberations, displayed very clear and constructive ideas upon what was required. Mr Seville was appointed administrator of the middle school; Mr Stevens combined the posts of director of both senior and middle school studies. Mr Jack Martin found the scope of his duties considerably broadened.

The customary functions and extra-curricular interests passed successfully. The carnival enlivened the tedium of winter; the athletics and activities nights proved as popular as before; the Father and Son athletic dinner, first introduced the year before, was repeated. Drama night took another quaint disguise, with the gymnasium transformed into an Ark wherein the tribulations of Mr and Mrs Noah were presented against a quaint background of choral and "rock" music. The football and soccer teams were content with exhibition games, but the hockey team made a by no means unimpressive debut in the G.M.I.A.A. league, and the rugby squad almost repeated its success of the previous season.

The outstanding feature of the year, however, came with an ambitious new venture in the spring term. On 6 May 1975 Selwyn House was the sponsor and host of what was termed "Canada Day", an elaborate conference designed to amplify the course in Canadian studies which had been organized by Mr Ian Burgess, head of the English department, and Mr Brian Porter, head of the history department.

Never had the school attempted anything on such a scale. The theme of the conference was expressed in the words

If we are to know ourselves we must learn of our land, our environment, our history. We must come to appreciate all our peoples. And if we are to achieve all this, we can best do so by reading our own literature.

As a first step towards this objective, thirty-two Canadian writers — novelists, poets, critics, editors and translators — were invited to the school to participate in seminars, poetry readings and panel discussions. Publishers came also, with displays of Canadian books (many of which found a new home in the school library). Nearly fifty schools, public and independent, sent delegations to the conference, and 1,250 students attended the meetings. The available space in the school had to be supplemented by the facilities of St Andrew's Church across the street.

The Mayor of Westmount, Mr D. C. McCallum, welcomed the guests. The proceedings were formally opened by the Hon. Claire Kirkland-Casgrain, whose introductory remarks included the declaration

In the fabric of Canadian education and the public schools offer the basic thread and fundamental pattern. Schools such as Selwyn House are fibres which blend into the total cloth and add greatly to its vitality and strength.

The conference amply achieved the purpose for which it had been convened. But apart from its cultural and educational value, Canada Day stands out as a supreme feat of organization. The choice of speakers, and the details of the wide and complex programme, called for considerable preliminary work from the headmaster and Messrs Burgess, Porter and Barry Williams. Mr Varey, whose responsibilities included the specialized function of curator of electronic gadgetry, ensured an adequate supply of sound equipment and tape-recorders. Colonel Campbell and Mr Jack Martin coped with the intricate physical preparations that were entailed. George rose magnificently to the occasion in providing a dignified luncheon for the guest writers and selected staff representatives of the visiting schools. Most notable of all, perhaps, was the part played by the boys under the direction of Mr Warren Reid.

All 130 boys of grades 9, 10 and 11 had their share in ensuring the smooth operation of the elaborate programme. The most prestigious tasks fell to those seniors assigned the duties of hosts, to introduce speakers and to act as chairmen of the seminars, but equally vital was the miscellany of less

spectacular chores — ushering the visitors, regulating the traffic flow through the corridors, arranging furniture for the day and restoring normality when it was over, operating tape-recorders, supervising the congested car-park, and all the myriad petty details demanding attention — which were performed cheerfully and efficiently, and yet discreetly enough for the intense activity not to obtrude itself.

A second conference, designed to complete the studies begun with Canada Day, took place a year later, on 4 May 1976. With the title “Contact ’76”, selected as one which could be regarded as either English or French, it attempted the broader theme suggested by “People of my country: Gens de mon pays”. The thirty guests on this occasion represented a greater range of interests than before; they included diplomats, economists, historians, geographers, politicians and journalists, as well as well-known authors. Among them was one of the eminent old Boys of the school, Dr Victor Goldbloom (1929-1937), in his capacity of provincial Minister of Municipal Affairs and the Environment, and minister responsible for the Olympic Games.

The conference was opened by Mr George Ignatieff, Provost and Vice-Principal of Trinity College, Toronto, and former ambassador to the United Nations, who offered as a theme the interdependence of the whole human species. The discussions which followed ranged over a large number of topics related to the broader culture of the country.

A distinctive feature of this second conference was its bilingual character. Though an unfortunate teachers’ strike interfered to some extent with the attendance, some 1,300 students from thirty-five schools attended; unhappily not one French school accepted the invitation to be present. Nevertheless, the students who were there seemed entirely at ease in both English and French — a fact that drew laudatory comment from Mme Solange Chaput-Rolland in a broadcast over a French radio station. The organizers were again able to congratulate themselves upon the success of their endeavour.

It was also considered desirable to repeat, in April 1976, the “Mini-Pugwash” conference. The final consideration of the work of the preliminary committees was undertaken by the headmaster, thirteen of the staff, and three of the Directors, though this time the party did not retreat to the country to

deliberate. The conference followed the pattern of its fore-runner; the official report summarized it thus: —

The conference offered numerous opportunities for frank discussion of ideas gained from the introspective and creative reflection of the committees. Many opinions were tested and found wanting; others were recommended and will be, it is hoped, implemented. Those who participated were made more fully aware of problem areas which exist and why certain ideas or concepts of education can or cannot be utilized in a school such as Selwyn House.

Some of the ideas, inevitably, were not as new as their proponents had imagined, but have lingered for years while teachers have come and gone, to be revived by newcomers and rejected by more practical veterans. Some have yet to find that the time is opportune for them. However, two definite results have followed from the discussions.

The course load of senior students, which over the years had tended to an increasing heaviness, had been lightened with a double advantage. The time gained can be profitably devoted to more concentrated work in more restricted fields, and the opportunity is provided for the student to work independently or to pursue a course of guided individual study. And the work of the committees which had preceded the conference is now continuously maintained through the headmaster's Special Advisory Committee, composed mainly but not exclusively of the heads of departments.

During this time, the Board officially recognized the valuable services of Mr Barry Stevens. While nominally director of studies, his efforts had been directed to a great deal outside the scope of that position. He had become, in effect, the controlling spirit in almost every aspect of the daily life of the upper school, handling the petty (and not so petty) emergencies which arise, and co-ordinating the sometimes conflicting demands of the different departments. In January 1976 he was appointed Assistant to the Headmaster.

Meanwhile, Mr Ballon had expressed a desire to step down from the chairmanship of the Board of Directors in 1974 and again in December 1975, but no immediate successor could be found. He therefore consented to remain until the following

summer, but it was not until September 1976 that the Board finally permitted him to retire. Nor was it merely the lack of a replacement which made the Directors reluctant to release him, for during his term of office Mr Ballon had revealed the ideal qualities for the position in troubled times. A genial and pleasant companion, with a cheerful outlook which set him on friendly terms with his associates, he nevertheless knew his own mind and, in his pursuit of what he considered the right goal, he was unswerving in his determination and unremitting in his effort. Though he was never impervious to constructive ideas from others, even when they seemed to run counter to his own, his forthright manner left no doubt of what he considered the best course of action. In establishing the Lucas Foundation he had displayed these qualities admirably.

The difficulty of finding a successor was resolved when at last Mr Hugh Norsworthy rejoined the Board of Directors and accepted a second term as chairman.

During all this time, the Development Committee of the Board had been far from idle. The delay in bringing its proposals to practical fulfilment had been to some extent due to a cautious consideration of the possibilities and implications, but much of the time had been taken up by protracted negotiations with the City authorities in order to be able to absorb some part of the Argyle Avenue property into the plan. By March 1976 it eventually seemed probable that the rezoning of the house for educational purposes would meet with little further opposition, at any rate if the terms proposed by the City were accepted. Final touches were therefore added to the plan, and the Lucas Foundation was approached for the capital sum required. With memories of delays on previous occasions, the work was timed to start in June, just before the end of term, in the hope of completing it with a minimum of disruption to the following school year.

The feared delays arose, and the hope of nullifying their effect was frustrated. A reasonable part of the work was completed by September, but much remained to be done. By 1976 strikes in the construction industry had become a frequent element in the life of the province, and that summer was no exception. A little of the work was completed furtively by men defying the strike, but the union scouts were too influential for most of the workers to ignore. The vigilance

was keen enough, indeed, for one luckless member of the teaching staff, taking photographs in the playground for some recondite purpose of his own, to be suspected of procuring pictorial evidence against the blacklegs; he narrowly escaped being embroiled in an undignified fracas.

Sufficient of the reconstruction was achieved by September for the school to open on time and to operate more or less normally, and the completion of the outstanding work did not cause an overwhelming dislocation of routine. The junior school classes were enlivened by the repeated intrusion of masons and electricians, and working conditions were complicated by scattered outdoor and gym clothing for which the proper storage was not yet ready. The finishing touches in the library seemed unlikely to be achieved, and the ventilation in the new staff work-room was not at first installed. By the beginning of 1977, however, the transformation of the premises was at length completed.

The often suggested transference of the junior school to one of the houses in Argyle Avenue was half-achieved. The superintendent's quarters were reduced to a more compact and elegant apartment, to enable the installation of new class-rooms for grades 1 and 2 on the second floor of the building which George occupied, with a locker-room below them. The long-standing question of the lane between the school and the house was effectively solved by a glassed-in bridge between them, linking the new rooms with the rest of the junior school. What had been the library became two more class-rooms. The main office was swept into the new complex, the art-room was banished to the tower, and the prefects were evicted from their old retreat. The result was that the junior school found itself tucked away neatly and conveniently in a new east wing, into which outsiders had little reason for straying.

The room vacated by the lady teachers permitted the centralization of the office staff, with glass partitions to preserve the privacy which its members had previously enjoyed. The class-rooms on the second floor provided quarters for the middle school. One curious conversion, viewed at first with scepticism, but proving in practice to be effective, bricked in the gymnasium gallery to form a work-room for part of the senior staff.

In the basement, the locker-room was redesigned, to provide added space for a "teaching station" for some of the indoor athletic and gymnastic activities. The drab lockers, many showing the ravages of years of rough usage, and some even surviving from the original installation, were replaced by smaller models, painted in gay and contrasting colours. Not all could be housed in the basement. The overflow found its way to the back of the platform in the gymnasium where, until a new backdrop curtain concealed them, they added a bizarre touch to assemblies. The athletics office, displaced by the encroachment of the junior school, was transferred to a more suitable site on the ground floor overlooking the gymnasium.

The heart of the whole plan, which had dictated most of the other changes, was on the third floor. The geography laboratory was moved to a more suitable class-room, so permitting the curious triangular room at the end of the north wing to accommodate the staff evicted from the former common-room. The whole of the northwest quarter of the top floor became at last the library which had been contemplated for years.

With three and a half times its former area, the new library afforded space enough for much more than the convenient storage of books. With the shelves occupying the central part, new facilities were added. At last the librarian has ample working room. In addition to the carrels for private study, a comfortably furnished reading section occupies the area just inside the main doors. A former class-room has become a conference room which, when not required for that purpose, provides a study room with easy access to the shelves. Two other smaller rooms, separated from the main library by glass partitions and from each other by a folding screen, provide further space for study or for supervised library classes; an adjoining projection-room makes them available for the showing of films or for other visual aids. Above all, the whole library is furnished with a degree of comfort which contrasts sharply with the more spartan surroundings in the humbler class-rooms, and provokes remarkable ingenuity among boys seeking pretexts for transferring their activities from their home-room to the luxury of the library.

This all represented the achievement of a dream which had long been cherished, and indeed (though probably few if any

remembered it) even adumbrated in the original charter of the Selwyn House Association, of making the library the hub of the school around which its educational approach revolves.

In its new and more serious status, the library's old function as a kind of juvenile exhibition hall, which Mrs Warren originally fostered, has no place, but even in the triumph of achievement the displays, once so prominent a feature, have not entirely vanished. Indeed, they have recaptured a popularity which for a time had seemed to be dying. The book-cases on the second floor, no longer required for the overflow from the main shelves, have become show-cases for the curios and the artifacts of the boys. It was purely coincidence, rather than a subtly satiric comment upon the new government in Quebec, that towards the end of the school year grade 9 had filled one of these cases with an awesome array of model guillotines.

The academic year which saw this impressive expansion of the physical assets of the school witnessed also a triumphant climax to the steady amplication of a number of extra-curricular activities.

Debating attained an unparalleled standard. It was no longer an esoteric pastime of a limited élite at the top of the school. For three years Mr John Aimers, an Old Boy (1957-1861) who had joined the staff, had been building up the public speaking throughout the school, extending it not only into the middle school but into the junior as well. With the seniors he had been able to foster an enthusiasm and a fluency which warranted venturing beyond the bounds of internal competition, and teams of debaters had been matching wits with those from other schools. From the tentative efforts of the previous years the debaters had advanced until they had confidently participated, with creditable success, in no fewer than eleven tournaments in such places as Toronto, St Catherine's, Oakville, and Canton, N.Y. So impressively had they progressed that in January 1978 Mr Aimers was able to arrange for Selwyn House to act as host for a provincial debating competition, and to ensure that the school proved triumphant over its opponents.

Equally impressive was the triumph of the school choir. Mr Byron Harker had taken over the musical instruction from Mr Stephen Crisp in 1974. His classes maintained the same

exciting modern trend that Mr Crisp had introduced, without losing sight of the fundamental work, but with the choir he was able to adopt a more ambitious approach than had been possible in the past. In the earlier years the level of performance of the choirs had been some what restricted by the unavoidable practical consideration of including every boy who showed any promise, and by the other demands upon the time not only of the boys but of Mr Phillips. While still following a similar policy for school entertainments, Mr Harker succeeded in selecting from the many a small and highly efficeint group of twenty-two, which could attempt more difficult and more impressive work. In previous years this special choir had offered most agreeable recitals in St Mathias' Church. By this year it was ready to display its proficiency more extensively. In December the choir visited the Benedictine monastery at St Benoit du Lac, and rendered the motets at the eleven o'clock mass before joining the monks for lunch; later in the day it offered a "pop" cantata at St Patrick's Church in Magog. The highlight of the year came with the Palm Sunday week-end. On the Saturday the boys performed at a nursing home for senior citizens in New York, where the appreciation was most gratifying. On the Sunday, before a congregation of fifteen hundred in the Cathedral of St John the Divine, the choir rendered three Latin motets before the service and two others during the serving of the Eucharist, as well as joining in the service itself.

The most impressive achievements came in the field of athletics, and represented a fitting reward for the faith with which, six years before, the Sports Committee had embarked upon its struggle to build up the games programme. In this sphere, too, a new director of athletics had been working hard since 1974, when Mr Robin Wearing had taken Mr MacDonald's place. His efforts had been unsparing and his planning ambitious, and he received excellent support from his assistants, Messrs Peter Govan and Pierre Beauchamp. Other members of the staff, notably Mr David Cude and Mr Ian Burgess, had worked hard at coaching teams. Between them all they brought eighteen school teams to a remarkable level of proficiency; thirteen of the teams were entered in G.M.I.A.A. competitions. The achievements of the year make an imposing list. Individual medals were won in wrestling. The senior

hockey team won the invitational tournament at Stanstead College; the bantam team won the tournament at Bishop's College School; the middle school team won that at Lower Canada College. The footballers brought home the Nors-worthy Trophy. The middle school soccer team was a close runner-up in the Canadian Independent Schools' tournament at Ottawa. In the G.M.I.A.A. rugby competitions, the senior team won the championship in its class, while the bantam team won both the seven-a-side and the fifteen-a-side competitions.

Nor, with all these triumphs, was the essential aim of the school overlooked; the traditional high level of academic attainment was not allowed to suffer from outside distractions. A greater number of boys than ever joined the Cum Laude Society, and at a time when the authorities were viewing with alarm a general falling off of achievement in College Board tests Selwyn House maintained its past level. Perhaps, in view of the situation in the province, the most gratifying feature was the superlative work of the French department under Mr Weber. The aim of producing bilingual students was to a very large measure achieved. It received a practical test when, during a visit from the leader of a provincial political party, the senior boys proved capable of arguing major issues of the day with him in both English and French.

For the Board of Directors, after the completion of the reconstruction of the building, it proved a challenging year. The violent change in government and government objectives in Quebec presented totally new prospects and fresh uncertainties to be prepared for, which, while still largely unresolved, seem to promise a sharp modification of outlook. The intricacies of Bill 22 had been replaced by those of Bill 101, and the future at the moment remains obscure.

As preparatory steps towards meeting this new and uncertain prospect, two decisive steps were taken. Under the chairmanship of Mrs Hallward, an Endowment Committee probed into the possibility of a fresh approach to future financing; its deliberations led to the registering of the committee as another non-profit organization associated with the school. At the same time, the urgent need for clearly defined ideas for meeting whatever contingencies may arise led to the

establishing of a special long-range planning committee under the guidance of Mr E. M. Ballon.

What the coming years will ultimately bring for Selwyn House School, and what those contingencies will imply is, at the moment, difficult, if not impossible, to anticipate. With the highly volatile climate of Quebec, affecting as it does every aspect of education, both public and independent, it seems inevitable that the coming years will produce pressures and challenges demanding major adaptation in Selwyn House, with even greater changes than those it has already seen. The comfortable simplicity of the early days is long gone, and can never be recaptured; the complexities steadily increase with the passing years. Whatever comes, conditions in the province will never revert to their former status.

But down through the decades Selwyn House has demonstrated a remarkable ability to adapt to the dictates of external change, while at the same time remaining resolutely faithful to the sound basic principles upon which, seventy years ago, it was founded. Whatever may come, the school can therefore confront an uncertain future with a strengthening knowledge of its proud past of solid achievement, and a present of steadfast and impressive accomplishment, which encourage the confident hope that the forces which have hitherto guided its destiny — the devotion and the dedication of those in command, whether staff or Directors, Old Boys or parents — will continue to guide it into an even more enriched future, in which those who assume the task may become as justifiably proud of their achievements as those in days gone by have been.

Appendix I

Selwyn House Association

Original Bondholders

A. Aitken	J. G. LeMoine
A. F. Baillie	D. A. McInnes
M. G. Ballantyne	R. H. McMaster
Q. C. D. Bovey	W. C. J. Meredith
W. Brainerd	T. H. P. Molson
A. Bronfman	Henry Morgan & Co.
E. Buchanan	W. K. Newcomb
G. H. M. Campbell	H. G. Norman
R. Cowans	B. M. Ogilvy
G. A. Daly	C. H. Peters
C. M. Drury	L. Phillips
F. Durnford	J. G. Porteous
A. R. Gillespie	J. K. M. Ross
C. H. Gordon	T. Ross
G. M. Hyde	H. W. Thorp
H. G. Lafleur	Jules Timmins
C. W. Leach	Redfern Investments Ltd.

Later Bondholders

B. Bartholomew
E. H. Eberts
A. C. McKim

Original Members of S.H.A.
(* = Director)

*G. M. Hyde
*A. R. Gillespie
*J. G. Porteous
*C. W. Leach
*E. H. Eberts
*J. G. LeMoine
*W. C. Meredith
H. G. Lafleur

*T. H. P. Molson
*B. M. Ogilvie
*Mrs. A. C. McKim
C. H. Peters
M. G. Ballantyne
J. M. Cape
J. M. McConnell

Appendix II

The Board of Directors

(* = an Old Boy of the School)

Chairman

- | | |
|---|---------------------------|
| * G. M. Hyde 1945-46
(hon. chairman 1947-50) | *J. G. Bourne 1960-64 |
| *A. R. Gillespie 1947-51 | *H. H. Norsworthy 1964-67 |
| *G. M. Hyde 1951-54 | *D. M. Culver 1967-70 |
| *G. H. MacDougall 1954-57 | *R. C. Paterson 1970-72 |
| *H. S. Maxwell 1957-60 | *E. M. Ballon 1972-76 |
| | *H. H. Norsworthy 1976- |

Vice-chairman

- | | |
|---------------------------|--------------------------|
| *A. R. Gillespie 1945-47 | *J. B. Morgan 1957-64 |
| *T. H. P. Molson 1947-50 | *D. M. Culver 1964-67 |
| *G. M. Hyde 1950-51 | *W. M. Molson 1967-71 |
| *C. H. Peters 1951-52 | *J. de M. Marler 1971-72 |
| T. R. Meighen 1952-53 | K. S. Howard 1972-74 |
| *G. H. MacDougall 1953-54 | S. Orvig 1974-76 |
| *D. Doheny 1954-57 | *R. T. Riley, 1976- |

Treasurer

- | | |
|----------------------|---------------------------|
| C. W. Leach 1945-54 | R. W. Wakefield 1960-64 |
| H. R. Newman 1954-57 | *H. H. Norsworthy 1960-64 |

*D. M. Culver 1964-65
 *R. C. Paterson 1965-70
 *E. M. Ballon 1971-72

*W. H. Daly 1972-77
 *P. F. S. Nobbs 1977-

Secretary

*A. R. Gillespie 1945-46
 T. R. Meighen 1947-52
 *D. Doheny 1952-54
 *A. V. L. Mills 1954-62

H. R. Davies 1962-67
 K. S. Howard 1969-72
 *T. R. Carsley 1972-

Assistant Secretary

Mrs C. E. Howis 1946-63
 Mrs. T. R. Hastings 1967-70

Mrs A. B. Purvis 1967-70
 Mrs. H. D. Walford 1970-72

Members

*G. M. Hyde 1945-57
 *A. R. Gillespie 1945-55
 *J. G. Porteous 1945-46
 C. W. Leach 1945-54
 Mrs A. C. McKim 1945-50
 *T. H. P. Molson 1945-50
 *E. H. Eberts 1945-49
 J. G. LeMoine 1945-54
 *B. M. Ogilvie 1945-46
 Mrs W. K. Newcomb
 1945-48
 *H. G. Lafleur 1945
 *W. C. J. Meredith 1945-48
 *C. H. Peters 1945-52
 *M. G. Ballantyne 1945
 *J. G. Cape 1945
 *T. C. Brainerd 1946-48
 T. R. Meighen 1947-53
 F. G. Rutley 1946-52
 *A. D. Nesbitt 1947-52
 Mrs H. K. McLean 1948-53
 W. Mason 1948-52
 *H. R. McLernon 1948-54

H. I. Ross 1951-56
 Mrs P. Pitcher 1949-52
 Mrs W. R. Eakin 1952-55
 *D. Doheny 1952-61
 *G. H. MacDougall 1952-59
 *G. D. Birks 1953-61
 *H. S. Maxwell 1953-61
 H. R. Newman 1954-58
 P. M. Laing 1954-62
 *A. V. L. Mills 1954-62
 *J. B. Morgan 1955-66
 R. W. Wakefield 1956-61
 Mrs S. Cobbett 1955-58
 Mrs H. A. R. Martin 1955-59
 *P. T. Molson 1957-61
 *J. G. Bourne 1958-64
 *H. H. Norsworthy 1959-67,
 1976-
 Mrs R. W. Coristine 1959-63
 Mrs W. J. C. Stikeman
 1958-61
 Mrs A. I. Matheson 1961-65
 *D. M. Culver 1961-70

- *A. M. Dobell 1961-64
- *W. M. Molson 1961-68
- *A. G. Magee 1961-65
- *J. de M. Marler 1961-72
H. R. Davies 1962-67
- *D. Y. Hodgson 1962-74
Mrs A. B. Purvis 1963-72
W. G. Buchanan 1964-67
- *J. M. McDougall 1964-68
Mrs T. R. Hastings 1965-69
J. M. Scott 1966-69
Mrs H. D. Walford 1967-72,
1977-
- *R. C. Paterson 1965-75
L. Webster 1967-75
K. S. Howard 1968-74
- *J. N. Mappin 1968-72
Mrs V. C. Goldbloom
1969-72
- *E. M. Ballon 1970-
S. Orvig 1970-76
- *C. W. Peters 1969-71
- *W. S. Cottingham 1970-72,
1975-77
- J. J. Shannon 1970-
J. F. Aimers 1971-75
- *W. H. Daly 1971-
Mrs R. G. W. Goodall
1971-74
Mrs C. McConnell 1972-74
- *R. T. Riley 1972-
*P. C. Landry 1972-74
*C. L. F. Watchorn 1972-77
*T. R. Carsley 1972-
*T. Hubry-Holy 1973-74
Mrs MacFarlane 1973-
*A. M. Case 1974-77
Mrs H. G. Hallward 1974-77
- *A. J. Lafleur 1974-77
*P. F. S. Nobbs 1974-
D. C. MacKay 1974-
V. M. Whitehead 1974-76,
1977-
K. M. L. Monod 1975-
Mrs G. B. Skinner 1975-
*H. J. F. Bloomfield 1977-
D. C. Robertson 1977-
R. Stevenson 1977-

Appendix III

Staff

Headmaster

A. Lucas 1908-12
C. C. Macaulay 1912-29
G. H. T. Wanstall 1929-45
R. A. Speirs 1945-71
A. S. Troubetzkoy 1971-

Assistant Headmaster

G. H. T. Wanstall 1926-29	J. E. Iversen 1969-72
C. R. T. Jackson 1945-49	B. S. Stevens 1976-

Headmistress of Junior School

Miss M. Bruce 1924-38	Mrs C. H. Markland 1950-72
Miss A. Snead 1938-50	Mrs P. Marsh 1972-

Senior Master

B. K. T. Howis 1949-51	E. C. Moodey 1972-74
F. G. Phillips 1951-72	

Director of Senior Studies

F. G. Phillips 1963-72	B. S. Stevens 1973-
F. H. Ankum 1972-	

*Supervisor of Discipline
(Organization)*

E. C. Moodey 1963-72

Director of Middle School Studies

E. G. Brine 1963-69

B. S. Stevens 1972-73

J. P. Martin 1969-72

W. P. Stewart 1973-75

Registrar

J. P. Martin 1972-

Middle School Administrator

L. I. Seville 1975-

Director of Admissions

D. P. Williams 1977-

Teaching Staff

L. St George 1908-17

C. T. Anstey 1911-42

D. Chapman

Miss Robinson 1915-28

H. Wheeler 1912-28

Prof. Hill

F. McVitty 1912-30

A. V. Holliday 1918-38

H. Gillson 1920-48

D. W. Christie 1920-35

Miss Pearson 1920-30

Miss A. Snead 1920-50

C. Campbell 1920-21

G. H. T. Wanstall 1921-45

Mrs Williams 1921-24

Miss M. Bruce 1924-38, 1942

H. E. Davis 1926-29

R. Trevor 1926-29

C. R. T. Jackson 1928-49

J. R. Pattison 1930-34

E. M. Counsell 1930-34

P. Maycock 1930-34

H. Donald 1931-33

F. G. Phillips 1933-72

M. Seymour 1934-40

S. Greenless 1934-40

W. C. E. Wiseman 1934-40

C. Lineaweaver 1935

B. K. T. Howis 1936-51

P. Redgrave 1936-41

- Miss Kinnear 1938-42
 P. Anderson 1940-46
 J. S. Erskine 1940-41
 Mrs C. E. Howis 1941-42
 Mrs C. I. Markland 1943-72
 Mme A. Gyger 1945-57
 L. R. Perkins 1945-52
 K. Kent-Barber 1945-46
 Mrs D. M. Tester 1946-60
 J. Harrison 1946-49
 C. H. Mayer 1947-53
 C. F. Furse 1948-51
 E. C. Moodey 1949-74
 L. R. M. Picard 1949-50,
 1964-65
 Mrs E. Farquhar 1949,
 1958-60
 Miss G. Cunningham 1950
 Mrs E. Larsen 1950-51
 Miss H. Locke 1951-59
 E. G. Davies 1951-61
 J. E. Iversen 1951-72, 1973-
 W. D. Mingie 1951-56
 J. D. Howes 1952-57
 J. P. Bury 1952-53
 F. A. Tees (OB 1933-43)
 1954-72
 J. D. Cooke 1956-57
 T. R. Rutley (OB 1941-49)
 1957-59, 1963-65
 B. Cleary 1957-60
 Mme A. Salathé 1957-58
 Mme J. Dorland 1958-69
 B. Rothwell 1958-65
 R. Philipp 1959-61
 Mrs L. Maclean 1960-74
 Mrs H. Watts 1960-61
 R. Gawley 1960
 E. O. Phillips 1960-65
 Mrs E. Sutton 1961-70
 D. M. Blaiklock (OB 1936-40)
 1961-63
 J. M. Lewis 1961-73
 W. L. Verrier 1961-65
 J. P. Hill 1961-72
 E. G. Brine 1962-69
 A. Vintcent (OB 1946-52)
 1962-63
 Mrs Haughland 1962-69
 J. P. Martin 1963-
 Mrs Gibson 1963-64
 Mrs Howden 1963
 M. L. Sherwood 1963-66
 Mrs P. Marsh 1964-
 C. Springer 1964-65
 F. H. Ankum 1965-73
 R. P. Meldrum 1965-67
 P. F. Ashworth 1965-70
 J. A. Messenger 1965-67
 A. Moss-Davies 1965-67,
 1968-69
 J. K. McLean 1965-74
 K. Ward 1965
 H. Spencer 1965-68
 G. C. I. Burgess 1966-
 R. Leadbetter 1966-67
 Mrs L. Grundy 1966-67
 F. Andai 1967-68
 J. N. B. Shaw 1967-75
 L. Eldridge 1967-70
 B. S. Stevens 1967-
 J. Riley (OB 1945-48)
 1967-69
 I. G. Ferguson 1968-71
 D. N. McRae 1968-72
 E. H. Rumsby 1968-72
 L. I. Seville 1968-
 E. D. Taylor 1968-72
 Mrs E. Walker 1969-
 Mrs R. Adair 1969-72
 J. R. Varey 1969-74
 W. P. Stewart 1969-75
 Mrs P. Pinchuk 1970-
 A. E. MacDonald 1970-74
 N. Lewis 1970-73
 S. A. Crisp 1972-73
 Rev. P. Hannen 1972-73
 D. C. Cude 1972-

B. W. Porter 1972-	A. Gavreau 1973-74
A. Planas 1972	J. L. Aimers (OB 1957-61)
G. Gosselin 1972-77	1974-
C. A. Anderson 1973-75	P. Beauchamp 1974-
Mlle J. Delain 1973-74	B. Harker 1974-
D. Dyson 1973-74	Mme L. Elbaz 1974-
P. Govan 1973-	K. J. Fowler 1974-76
Miss D. Hopson 1973-	Miss A. Wiggins 1975-
S. Iton 1973-74	W. Kershaw 1975-
M. Krindle 1973-	B. Moffat 1975-
J. K. Martin (OB 1948-57)	D. P. Williams 1975-
1973-76	A. G. DeGuire 1976-
Mrs N. Miloradovitch 1973-76	G. Dowd 1976-
R. A. Speirs 1973-	D. Karn 1976-
A. Weber 1973-	G. Maheu 1976-
W. Reid 1973-	R. Rennie 1976-77
P. Litvak 1973-	A. Lumsden 1977-
L. Zubizaretta 1973-	N. Tremblath 1977-
J. O'Flynn 1973-76	S. Zakowiecki 1977-

Librarian

Mrs D. Warren 1949-57	Mrs V. Ferguson 1971-74
Miss E. Pick 1957-71	J. R. Varey 1974-

Headmaster's Secretary

Mrs C. E. Howis 1945-63

Administrative Secretary

R. M. Campbell 1963-77	I. D. Burch 1977-
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Office Staff

Miss J. Macaulay 1947-52	Miss V. Dagneau 1969-70
Miss F. H. Gault 1952-70	Miss M. Scott 1970-
Mrs E. Smart 1959-70	Miss M. McDermott 1972-
Miss S. Tedd 1961-63	Mrs C. Varey 1975-77
Miss K. Severs 1963-72	Mrs M. Dean 1977-
I. Roberts 1970-	

Appendix IV

Roll of Honour

*Old Boys of Selwyn House School who were killed
in action or died on active service.*

F/Lt. J. F. Acer, R.C.A.F.

P/O A. D. Angus, R.C.A.F.

P/O G. H. Armstrong, R.C.A.F.

Lt. W. N. (Jock) Barclay, Royal Montreal Regiment (attached The
Regina Rifle Regiment)

Lt/Cdr. T. C. S. Brookfield, R.N.

Sgt. J. R. Burke, R.C.A.F.

F/Lt. A. C. Byers, R.C.A.F. (attached R.A.F.)

Lt. Col. S. S. T. Cantlie, The Black Watch (Royal Highland Regi-
ment of Canada)

Maj. C. Cassils, 22nd Armoured Regiment (The Canadian Gren-
adier Guards)

F/O A. D. Chapman, R.C.A.F.

P/O J. F. (Freddy) Chevalier, R.C.A.F.

Lt. R. (Ross) Cleveland, Princess Patricia's Canadian Light Infantry
(Korea, 1951)

Sgt-Pilot G. P. Cushing, R.C.A.F.

F/Sgt. P. W. Davis, R.C.A.F.

S/Ldr. D. Farrell, R.C.A.F.

F/Sgt J. F. C. Gordon, R.C.A.F.

Lt. D. (Duncan) Grant, 28th Armoured Regiment (The British
Columbia Regiment)

F/Lt. H. W. (Warren) Hale, R.C.A.F.

L/Cpl. G. Hanson, The Hastings and Prince Edward Regiment

F/Lt. D. W. A. Harling, R.C.A.F.

P/O C. F. Hart, R.C.A.F.

Sgt. Air-Gunner F. Hart, R.C.A.F.
 P/O F. B. Hingston, R.C.A.F.
 P/O P. G. (Peter) Holt, R.C.A.F.
 P/O J. C. W. Hope, R.C.A.F.
 Sgt. J. K. Johnston, R.C.A.F.
 Sgt-Observer P. G. Leslie, R.C.A.F.
 Lt. R. A. (Robin) Lindsay, The Black Watch (Royal Highland Regiment of Canada)
 Lt. H. M. Little, R.C.N.V.R.
 P/O P. C. (Patrick) Little, R.C.A.F.
 F/Lt T. B. Little, R.C.A.F.
 Capt. H. E. (Hugh) Mackenzie, 22nd Armoured Regiment (The Canadian Grenadier Guards)
 F/Sgt. E. (Eric) McCuaig, R.C.A.F.
 F/Lt. H. Morgan, R.C.A.F.
 F/O H. J. S. O'Brien, R.C.A.F.
 F/Lt. J. W. F. (John) Peacock, R.C.A.F.
 F/O A. J. (Arthur) Piers, R.C.A.F.
 F/Sgt. W. S. (Billy) Piers, R.C.A.F.
 Lt. G. (George) Ponsonby, Army of Occupation, (Germany, 1951)
 Surgeon-Lt. R. (Ralph) Powell, R.C.N.V.R.
 P/O J. G. Redpath, R.C.A.F.
 Lt. A. R. W. (Alan) Robinson, The Black Watch (Royal Highland Regiment of Canada)
 Lt. H. D. S. Russel, R.C.N.V.R.
 F/O D. Ryan, R.C.A.F.
 Capt. A. C. (Alec) Scrimger, 29th Reconnaissance Regiment (The South Alberta Regiment)
 W/O George W. Stairs, R.C.A.F.
 LAC W. G. M. Strong, R.C.A.F.
 Maj. G. E. Starke, The Cape Breton Highlanders
 P/O T. T. B. (Thornby) Stoker, R.C.A.F.
 P/O J. A. (Jock) Tolmie, R.C.A.F.

Appendix V

The Permanent Trophies

The changing emphasis upon the various extra-curricular activities in the school is reflected in the collection of permanent trophies displayed in the cases on the second floor. While some have fallen into a discreet neglect and remain only as reminders of bygone days, most of them continue to be highly prized by the winners each year.

The oldest, inscribed *41st Montreal Troop, Boy Scouts: Inter-Patrol Challenge Cup*, is in size and elegance one of the most impressive. It was always known, after its donor, as the Philip Mackenzie Cup; it was presented to the school in 1931. With the disbanding of the scout troop in 1961, the cup has remained as a silent memorial to a distinctive phase in the history of the school.

With it came the cup for the *Annual Hockey Match, Fathers v. School*, presented by Philip Mackenzie, 1931. By 1939 all available space for engraving on the cup and its plinth had been filled by the names of the players in these matches, and no new inscription could be added. In 1953 a new cup, *Presented by William M. Molson for Annual Competition between School and Fathers* replaced it, and was last awarded in 1961. A companion cup, the *Cricket Trophy, Fathers v. School*, presented by Mr and Mrs H. J. Bogert, was presented in 1955, and was last awarded in 1958. The Bogert Cup became a museum piece because cricket as a major sport was abandoned; the matches at hockey have been superseded by the annual games against teams of Old Boys.

The first of the many memorial trophies was *The McMaster Memorial Cup*, presented by Mr and Mrs D. S. McMaster in memory of their son Duncan, who died in September 1935 at the age of twelve. It bears the alternative title of *The Sportsman's Cup*, and has been awarded annually since 1936 to the boy adjudged outstanding in athletic ability and sportsmanship. Ten years later a companion trophy, *The Cassils Memorial Cup (the Junior Sportsman's Cup)*, presented in memory of Major

Charles Cassils, who died on active service on November 11, 1944, was added for competition in the middle school. A further memorial to an Old Boy killed in action during the War is *The Jock Barclay Memorial Cup*, which from 1947 served for the wolf cubs the same function as the Mackenzie Cup for the scouts. Unlike the latter, however, it has not been allowed to languish as a curio. In 1965 permission was granted for the redesignation of the cup as an award for distinction in the middle school.

The growing importance of inter-school matches was marked, in 1942, by the *Carsley Cup* (presented by Mr J. T. Carsley) for annual competition between Under 13 teams of B.C.S., L.C.C. and S.H.S. It was awarded regularly, changing hands from time to time, until 1966. By that time the importance of the under-13 teams had become somewhat obscured by the exploits of older boys higher in the schools, and the cup remained with its last winners, Selwyn House. *The Timmins Trophy* served a similar purpose for hockey, but it is no longer in the school; Selwyn House failed to win it in the last year for which it was awarded.

Gymnastics have in the course of time acquired their own collection of trophies. The shield *For Senior Gymnastics*, presented by R. de Wolf Mackay in 1947 is awarded to the most proficient gymnast in the senior school. The original shield was eventually filled with names, and a second shield was introduced to continue its work. In 1962 *The F.H.A. Baxter Trophy for the best Junior Gymnast* was presented by one of the younger Old Boys, who felt that the junior school deserved greater notice; in 1969 the chairman of the Board completed the series with *The David Culver Trophy*, awarded annually for the best middle school gymnast.

The institution of the house competition in 1952 was marked by the acquisition of ten trophies, provided by parents or Old Boys. Most are still competed for, though sometimes their careers have been somewhat chequered.

The Governors' Shield, presented by Mrs Herbert K. McLean for annual presentation to the best all-round house, was impressive in its size in the first place, but has since become even more so by being mounted upon a larger scutcheon when more space for winners' names was required. In the days of the annual house photographs, during the time of Dr Speirs, one small boy was always in the dubious position of being honoured by having to support the shield which almost completely obscured him from the camera.

The Anstey Cup for Inter-house Academic Competition, the largest of the house trophies, serves as a memorial to the most beloved teacher in the history of the school.

The Pitcher Cup for inter-house competition in Individual Sports, pre-

sented by Mrs P. Pitcher, is essentially the trophy for track and field, but the rules for its award vary regularly under the influence of the varying popularity of such activities as gymnastics and cross-country running.

The Nesbitt Cup for inter-house competition in General Activities was presented by Mr A. D. Nesbitt.

The Gillespie Cup for inter-house Association football competition was presented by the chairman of the Board, though one suspects that few boys recognize the formal name for soccer in the inscription.

The Creighton Cup for inter-house hockey competition was presented by Mr J. B. Creighton, the head boy of the previous year.

The Howis Cup for inter-house cricket was named by its donor, Mrs H. K. McLean, in honour of the recently retired senior master, who was the best cricketer the staff had known. The cup remains his memorial, though it has been in disuse since cricket was abandoned in 1958.

The Carlin Cup for inter-house Softball competition, presented by Mr Frank Carlin, was last awarded in 1965.

The Rutley Cup for inter-house basketball, presented by an Old Boy, Mr T. R. Rutley, who later joined the staff, has also fallen into disuse.

The Le Moine Trophy for inter-house debating, presented by Mr J. G. LeMoine, is distinct in being, not a cup, but a small gilt figure of an orator surmounting an ebony plinth.

Two further house trophies were introduced later. *The Afra Snead Shield*, awarded annually for overall ascendancy in inter-house competition in the Junior School, was established when the competition was divided in 1967, and was named in memory of the one-time headmistress of the Junior School. *The F. Gordon Phillips Shield*, to be presented annually for inter-house choir competition, donated by Mr and Mrs F. G. Hale, was first awarded in 1968, but it has since been necessary to modify the original terms of the contest.

In 1963, at a time when special classes in the skill were highly popular, one of the few junior school trophies was established for *The Most Improved Skier*. Its presentation was overshadowed, however, by two cups marking the introduction of Canadian football: *The William Molson Trophy* awarded annually to the Most Valuable Player combining ability and sportsmanship, which was presented by the chairman of the Board's Sports Committee, and *The Bob Anderson Trophy*, awarded annually to the most valuable lineman at Selwyn House, presented by the coach of the team. To these, four years later, was added the most impressive cup among them, presented by the chairman of the Board: *The H. H. Norsworthy Challenge Football Trophy* to commemorate the Canadian Centennial, 1967, for annual competition between S.H.S. and B.C.S., his two old schools.

In a different field of endeavour, the enthusiastic journalistic efforts of 1957 produced *The S. H. Chronicle Cup*, presented by the *S.H. Chronicle* for essay-writing in form III (now grade 7), which has been awarded annually since 1958. Its companion, *The Redpath Herald Trophy*, presented by the editorial staff of the paper in 1967, is not a cup, but a modernistic plastic stele, bearing the most formidable inscription: *Awarded to that student, or group of students, who in the opinion of the Headmaster has shown initiative of a creative nature in the organization and planning of some project within the framework of the school and worthy of recognition.*

The tendency in more recent years has been towards trophies to be awarded to individuals, in memory of persons associated with the school.

The Louis Tunick Lazar Memorial Trophy, annually awarded for distinction in Senior Latin is a small shield, which is accompanied by a book prize. First awarded in 1965, it is distinctive as the only permanent trophy assigned to a definite class-room subject.

The Ernst Brandl Memorial Trophy, awarded annually to the member of the fifth form (now grade 9) who has most successfully combined enthusiasm, purpose and esprit de corps, was instituted in 1967.

The Helen Speirs Memorial Award, for outstanding character in the Junior School, was presented by the graduating class of 1971 in memory of Mrs Helen Speirs, the headmaster's wife, who had died during the year. The trophy was formally handed over to Dr Speirs during the graduation dinner.

The E. Geoffrey Brine Award, for outstanding effort and enthusiasm in the Middle School, was named in 1971 in honour of the recently retired Director of Middle School Studies.

The Jonathan Benbow Memorial Award, presented annually for all-round distinction in the sixth form (grade 10) commemorates the head prefect of 1968-69, who was drowned on vacation in the following summer. The cup was first awarded in 1971.

The Brian Taylor Memorial Trophy, awarded annually for excellence in Junior Hockey, honours the memory of a boy of marked promise in the middle school who, after a long illness bravely endured, died in 1974.

The Martin J. F. Borner Memorial Cup, presented by his graduation class-mates of 1974, to be awarded annually for the outstanding Rugby player, in 1975, commemorates an Old Boy who, during a vacation immediately after leaving school, died in an accident in the Swiss Alps.

Finally, even among the trophies there lurks an eccentric story.

The title of *Victor Ludorum*, for the outstanding performance at the track and field meet, is one of the oldest awards in the school —

so old, indeed, that the names of the earliest winners are lost in the haze of Selwyn House's pre-history before records were kept. For many years the individual prize was accompanied by the award of a permanent trophy of modest but venerable appearance. In the 1950's it began to lean inelegantly upon its stem; in the early 1960's the repeated attempts to straighten it each year snapped the slender support. Worse, the efforts of a Mr Fixit to solder it revealed the base metal beneath the plating, and the trophy fused beyond repair into a shapeless mass. The cup, for some reason (presumably the lack of a suitable donor?) has never been replaced.

✓

Appendix VI

Major Prizewinners

To detail all boys who have distinguished themselves during their school careers would be impossible, if only for reasons of space. To select some and to overlook others would involve undesirable and invidious distinctions. A representative selection, however, can be found in those who in their time gained the highest awards which the school has to offer.

The Lucas Medal, the most cherished prize of all, was established in memory of the Founder of the school, and is conferred upon the boy in the senior class who, in the judgement of the staff and of his form-mates, has made the most outstanding contribution to the life of the school in academic achievement, leadership in games and other activities, and by force of example. The Lucas Medalists since its inception in 1917 are:-

1917 J. S. Pemberton	1931 H. Peck
1918 T. Darling	1932 G. Miller
1919 C. Yuile	1933 S. Lyman
1920 C. H. Peters	1934 P. Little
1921 M. Savage	1935 W. Barclay
1922 C. Pacaud	1936 R. Tetrault
1923 D. Mackenzie	1937 M. Little
1924 P. Hill	1938 W. Palmer
1925 J. McConnell	1939 D. M. Culver
1926 D. Byers	1940 D. M. Blaiklock
1927 F. Gurd	1941 E. Black
1928 G. Savage	1942 P. Dobell
1929 S. Crowther	1943 J. Tetrault
1930 G. Howard	1944 G. Taylor

1945 M. Magor	1962 D. G. L. Brunton
1946 J. D. Ross	1963 J. D. Pike
1947 G. E. Marler	1964 H. G. Norsworthy
1948 A. Raymond	1965 A. B. Gill
1949 A. R. McKim	1966 J. A. Allison
1950 P. Mitchell	1967 A. J. Byrne
1951 J. B. Creighton	1968 P. G. C. Weil
1952 K. Matson	1969 D. E. Campbell
1953 P. Creery	1970 D. A. McDougall
1954 C. W. Peters	1971 D. S. Gold
1955 C. F. Moseley	1972 M. M. Chambers
1956 R. H. Aikman	1973 W. E. Gould
1957 C. G. Hyde	1974 M. R. L. Stark
1958 J. C. Stikeman	1975 J. D. Heller
1959 C. L. F. Watchorn	1976 J. Z. Turner
1960 H. J. Birks	1977 P. Oliver
1961 D. G. Tennant	

The Jeffrey Russel Prize is awarded to the boy in the senior school who in the judgement of the staff and his fellows is considered to have shown outstanding all-round ability and character. While no such specific restriction exists, it has tended to be, in effect, the *proxime accessit* to the Lucas Medal. The winners since its inception in 1927 are:-

1927 G. Savage	1945 J. Gray
1928 J. Barclay	1946 C. M. L. Taylor
1929 R. Picaud	1947 A. C. Lindsay
1930 E. Jones	1948 J. de B. Domville
1931 G. Miller	1949 D. A. Hanson
1932 R. Lundon	1950 J. B. Creighton
1933 D. G. Birks	1951 C. N. Thornton
1934 W. Barclay	1952 F. T. Carlin
1935 P. T. Molson	1953 M. A. Meighen
1936 G. Winters	1954 G. R. Tait
1937 V. Goldbloom	1955 F. Cardona
1938 B. Little	1956 D. Phillips
1939 B. Little	1957 B. H. Saunderson
1940 H. Gault	1958 A. A. L. Miller
1941 J. Wight	1959 R. C. Walker
1942 D. Patterson	1960 G. H. MacDougall
1943 A. Tetrault	1961 T. M. Birks
1944 K. Newcomb	1962 H. G. Norsworthy

1963 H. G. Norsworthy	1971 J. C. Shannon
1964 A. L. Vodstreil	1972 K. S. Robertson
1965 R. D. Devitt	1973 J. T. Gray
1966 R. G. A. Gentles	1974 D. A. Smith
1967 M. D. McHugh	1975 L. M. Landsberger
1968 J. M. Tyler	1976 R. J. Rohlicek
1969 J. C. Benbow	1977 J. Quintana
1970 N. C. Tobias	

The Thomas Chalmers Brainerd Memorial Award is presented to the boy in the senior class who, in the judgement of the staff and his classmates, has most successfully combined an exceptionally enthusiastic and purposeful approach to school activities with consistently generous concern for the welfare of others. The winners of this prize have been: —

1958 G. Peters	1968 G. Weil
1959 H. Bloomfield	1969 B. Roy
1960 G. Maxwell	1970 D. McCallum
1961 P. Webster	1971 H. Coristine
1962 J. Scott	1972 J. Hamovitch
1963 S. Price	1973 C. Rohlicek
1964 R. Diez	1974 J. Amblard
1965 D. Cousins	1975 W. Wood
1966 W. Wanklyn	1976 R. Small
1967 G. Buchanan	1977 W. Smith

Academic pre-eminence in the senior school has been marked by the award of, from 1952 until 1964, the *Lieutenant-Governor's Medal*, and from 1965 the *Governor-General's Medal*. The recipients have been:-

The Lieutenant-Governor's Medal

1952 M. Dennis	1959 R. Walker
1953 P. Creery	1960 D. Walker
1954 C. Chaffey	1961 P. Webster
1955 F. Cardona	1962 J. Brunton
1956 P. Vodstreil	1963 C. Hoffmann
1957 D. Javitch	1964 C. Hoffmann
1958 N. Kairis	

The Governor-General's Medal

1965 S. Cryer	1972 G. Hale
1966 D. Roden	1973 W. Turner
1967 M. Tratt	1974 P. Monod
1968 R. Seely	1975 L. Landsberger
1969 N. Bala	1976 R. Small
1970 M. Wingham	1977 J. Quintana
1971 M. Lapin	

The Cum Laude Society recognizes meritorious academic achievement in the final year. To be eligible, a graduate requires a minimum class average of 80%. The names so far inscribed on the honours board of the Society are:-

1964 C. S. L. Hoffmann
1965 S. A. Cryer, A. B. Gill, R. M. Pitblado
1966 D. M. Roden, H. Joseph, J. A. Allison
1967 M. Tratt, J. E. Lovell, M. R. Hoffmann
1968 R. A. G. Seely, M. E. Darling, D. G. Monteith, D. G. Dolman, J. Clark, J. M. Tyler, P. Hadekel
1969 N. M. C. Bala, J. B. Ludgate, J. W. Pearce, J. T. Mappin
1970 P. A. Kivestu, N. C. Tobias, J. S. Alsop
1971 M. Lapin, D. C. Clarke, H. J. Coristine, R. A. Ford, R. D. Barer, D. K. Nonnenman, G. E. R. Orvig
1972 G. E. Hale, C. R. Noble, G. S. Sheiner, B. C. Baldwin, L. Beaubien
1973 W. I. M. Turner, C. S. Hawkins, E. R. Miller, C. E. B. Hooton
1974 P. K. Monod, R. J. N. Gordon, P. S. Iversen, P. J. L. de Vries, T. P. Marchant
1975 L. M. Landsberger, W. T. Wood, J. D. Heller, G. L. Phillips, M. I. Levy, M. B. Lanier, M. B. Mainwaring
1976 R. J. Small, D. J. Kappes, J. Z. Turner, R. J. Rohlicek, R. L. Schouela
1977 M. Bandeen, N. Gault, T. Kaufman, P. Oliver, R. Osmond, F. Papich, J. Quintana, S. Scott, B. Williams

The McMaster Memorial Cup (The Sportsman's Cup) is awarded to the boy in the senior school who is adjudged to have been the most outstanding on the playing-field for achievement and sportsmanship. The winners have been:-

1936 H. H. Norsworthy	1957 B. Saunderson
1937 A. Scrimger	1958 A. Miller
1938 E. Le Mesurier	1959 L. Watchorn
1939 D. M. Blaiklock	1960 G. MacDougall
1940 J. Ballon	1961 A. Zinman
1941 E. Black	1962 M. Dench
1942 V. Dawson	1963 J. Pike
1943 C. Winter	1964 S. Price
1944 G. Taylor	1965 P. Thom
1945 D. McMaster	1966 W. Wanklyn
1946 I. Bovey	1967 A. Byrne
1947 A. Lindsay	1968 G. Weil
1948 G. Pollard	1969 B. Roy
1949 G. Currie	1970 L. Chukley
1950 P. Mitchell	1971 C. Shannon
1951 D. Raper	1972 M. Chambers
1952 H. Seifert	1973 W. Gould
1953 M. Meighen	1974 W. Chambers
1954 A. Maxwell	1975 E. Stevenson
1955 C. Moseley	1976 D. Bloxom
1956 N. Le Moine	1977 C. Bird & W. Smith

The Cassils Memorial Cup (The Junior Sportsman's Cup) is a similar award for the Middle School. The winners have been:-

1946 G. Currie	1962 R. Kent
1947 E. Evans	1963 M. Culver
1948 D. Raper	1964 G. Weil
1949 P. McDougall	1965 D. Campbell
1950 J. Hammond	1966 N. Tobias
1951 M. Meighen	1967 M. Ainley
1952 R. Tait	1968 N. Stark
1953 C. Moseley	1969 T. Gray
1954 P. Gordon	1970 B. Fitzpatrick
1955 D. Doyle	1971 D. Bloxam
1956 A. Miller	1972
1957 M. Bastian	1973 B. Mainwaring
1958 G. MacDougall	1974 K. Nemecc
1959 C. Skoryna	1975 A. Nemecc
1960 M. Dench	1976 D. Daly
1961 P. Thom	1977 A. Osterland

Appendix VII

Head Prefects

1945-46	C. M. L. Taylor
1946-47	G. E. Marler
1947-48	N. E. Pollard
1948-49	A. R. McKim
1949-50	A. C. Hildred
1950-51	J. B. Creighton
1951-52	K. M. Matson
1952-53	A. G. Le Moine
1953-54	C. W. Peters
1954-55	T. Coumantaros
1955-56	R. H. Aikman
1956-57	C. G. Hyde
1957-58	J. C. Stikeman
1958-59	R. C. Walker
1959-60	W. J. Ballantyne
1960-61	D. G. L. Tennant
1961-62	H. G. Norsworthy
1962-63	H. G. Norsworthy
1963-64	J. D. Pike
1964-65	R. D. Devitt
1965-66	A. M. Case
1966-67	A. J. Byrne
1967-68	P. G. C. Weil
1968-69	J. J. C. Benbow
1969-70	B. E. Segalowitz
1970-71	D. G. Gold
1971-72	K. S. Robertson
1972-73	W. E. Gould
1973-74	None
1974-75	J. D. Heller
1975-76	R. J. Rohlicek
1976-77	None

Appendix VIII

Officers of the Old Boys' Association

President

1953-55 K. Matson (1944-1952)
1955-60 B. Markland (1944-1948)
1960-62 L. B. Campbell (1940-1948)
1962-64 J. N. Mappin (1934-1942)
1964-65 J. Tetrault (1937-1943)
1965-68 W. Cottingham (1934-1943)
1968-69 L. Gault (1936-1943)
1969-72 N. R. Le Moine (1940-1956)
1972-74 C. L. F. Watchorn (1951-1959)
1974-77 P. F. S. Nobbs (1948-1957)
1977- H. J. F. Bloomfield (1950-1959)

Vice-President

1953-54 A. R. McKim (1942-1949)
1953-54 L. B. Campbell (1940-1948)
1954-56 A. Tetrault (1937-1943)
1954-56 R. T. Clarkson (1928-1936)
1956-58 P. T. Molson (1928-1936)
1958-60 Lord Shaughnessy (1931-1938)
1960-62 J. N. Mappin (1934-1942)
1962-64 T. Carlin (1944-1952)
1962-64 J. Tetrault (1937-1943)
1964-65 P. Carsley (1945-1953)
1964-65 W. Cottingham (1934-1943)
1964-68 L. Gault (1936-1943)
1968-70 N. R. Le Moine (1946-1956)
1970-72 C. L. F. Watchorn (1951-1959)

Secretary

1953-55 M. Alexandor (1944-1952)
 1955-57 D. Hanson (1941-1949)
 1957-58 C. Porteous (19 -19)
 1958-60 A. M. Dobell (1930-1935)
 1960-64 J. Featherstonhaugh (1932-1940)
 1964-68 M. Dennis (1946-1952)
 1968-72 P. G. Vodstrcil (1947-1956)
 1972- T. W. Stewart (1950-1959)

Treasurer

1953-55 B. Markland (1944-1948)
 1955-56 R. T. Clarkson (1928-1936)
 1956-58 B. Quinlan (1946-1952)
 1958-60 R. Bond (1940-1947)
 1960-62 T. Carlin (1944-1952)
 1962-64 P. Carsley (1945-1953)
 1964-69 A. Le Moine (1945-1953)
 1969-70 C. L. F. Watchorn (1951-1959)
 1970-72 V. Prager (1952-1959)
 1972-73 J. K. Martin (1948-1957)
 1973-74 M. Dawes (1960-1970)
 1974- A. M. Case (1954-1966)

Acknowledgements

Special thanks are due to Mr E. M. Ballon (1930-38), who originally sponsored the work and who has provided much helpful information and useful criticism; to the Hon. G. Miller Hyde (1913-16), particularly for much of chapter III; to Mr Gordon Phillips and Mrs Moodey, for details of the Wanstall days; to Mr Barry Stevens, for information concerning recent years; to Mr W. H. Daly (1944-48), for the obituary notice of Mr Wanstall; to Mr T. Howard (1962-71), an extract from whose reminiscences is quoted on p. 149; and to Mr P. F. S. Nobbs (1948-57), then president of the Old Boys' Association.

To name all who have shown an interest would be impossible, but mention should be made of the following Old Boys who have provided recollections of their schooldays or who have been of assistance in other ways:-

D. G. Birks (1926-33), J. E. Barnard (1913-18), D. K. Black (1911-15), D. M. Blaiklock (1936-40), H. J. Bloomfield (1950-59), J. R. Bogert (1914-19), J. G. Bourne (1924-32), T. S. W. Bourne (1954-65), A. M. Dobell (1930-35), J. Dobson (1933-43), H. Fairbanks (1908-13), Hon. V. Goldbloom (1929-37), A. Goodall (1931-39), M. Guité (1950-59), D. Hanson (1941-49), C. F. Harrington (1919-26), R. Hastings (1930-37), D. Hodgson (1913-18), A. Lindsay (1939-47), G. H. MacDougall (1920-24), J. N. Mappin (1934-42), Hon. G. C. Marler (1910-14), J. de M. Marler (1915-21), A. S. Maxwell (1946-54), H. S. Maxwell (1914-18), J. G. McDougall (c. 1929), A. V. L. Mills (1925-29), D. Monk (1921-28), D. Morrice (1909-12), P. Motley (1921-27), A. Murray (1914-20), F. J. Nobbs (1921-27), H. H. Norsworthy (1931-37), D. Patterson (1934-42), J. S. Pemberton (1913-18), C. H. Peters (1914-20), R. Picaud (1935-29), A. B. Purvis (1932-38), G. Savage (1921-28), M. Savage (1914-21), A. G. Schlemm (1924-34), L. Schlemm (1921-28), J. Schwartz (1969-74), F. A. Tees (1933-42), D. G. Tennant (1956-61), J. Trott (1942-47), E. Usher-Jones (1921-30).

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